DOCUMENT RESUME

ED 476 387 FL 027 613

AUTHOR	Ward, Ben, Ed.
TITLE	American Language Review, 2001.
ISSN	ISSN-1092-6992
PUB DATE	2001-00-00
NOTE	442p.; Journal title changed to "Language: The Magazine of Communication & Education" with September 2001 issue. Document includes v1 n1-4 Sep-Dec 2001 of "Language." For the 2000 issues, see ED 469 797.
AVAILABLE FROM	Language Media, 8533 Sunset Blvd., Suite 202, Los Angeles, CA 90069 ($10 per back issue). Tel: 310-657-7767. For full text: http://www.languagemagazine.com/ internetedition/ahome.html.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	American Language Review; v5 n1-8 Jan/Feb 2001-Dec 2001
EDRS PRICE	EDRS Price MF01/PC18 Plus Postage.
DESCRIPTORS	Adult Education; Bilingualism; Black Dialects; Business English; Computer Uses in Education; Creative Teaching; Distance Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Immigrants; Internet; *Literacy Education; Music; Second Language Instruction; Spanish; Urban Schools; Yiddish; Young Children
IDENTIFIERS	Pennsylvania (Pittsburgh); Asia; California; Hip Hop Generation; Incarcerated Youth; Japan; New York (New York); Rap Music; Texas; United States (Midwest)

ABSTRACT

These eight journals include articles on such topics as the following: adult literacy; incorporating song lyrics and music into the English-as-a-Second-Language (ESL) classroom; using poetry with adult ESL learners; reading "Time" and "Newsweek" in ESL classrooms; teaching intuitively; teacher-created materials; New England English; Internet learning; projects for teachers without access to full language labs; the influence of television; Ebonics; immigrant students; jail language; educational trends in Japan; midwestern U.S. English; Yiddish; international education; teacher training; business English; literacy education in California high schools; pronunciation; bilingualism; multicultural education; testing; part-time teachers; lifestyle; the Correctional Education Association; the Lumbee Indian dialect; language travel; language testing; early childhood cognitive development; performance poetry to enhance language learning; immersion programs; ESL textbooks; teaching in Asia; xenoglossy; training military personnel; linguistics software; study abroad; language-assistive technology at Walt Disney World; regional dialects; using hip hop and rap in literacy education; and student self-assessment. (SM)

ENTIRE DOCUMENT: POOR PRINT QUALITY

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 476 387

American
Language Review

January/February 2001

March/April 2001

May/June 2001

July/August 2001

Language (formerly American Language Review)

September 2001

October 2001

November 2001

December 2001

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Daniel Ward

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

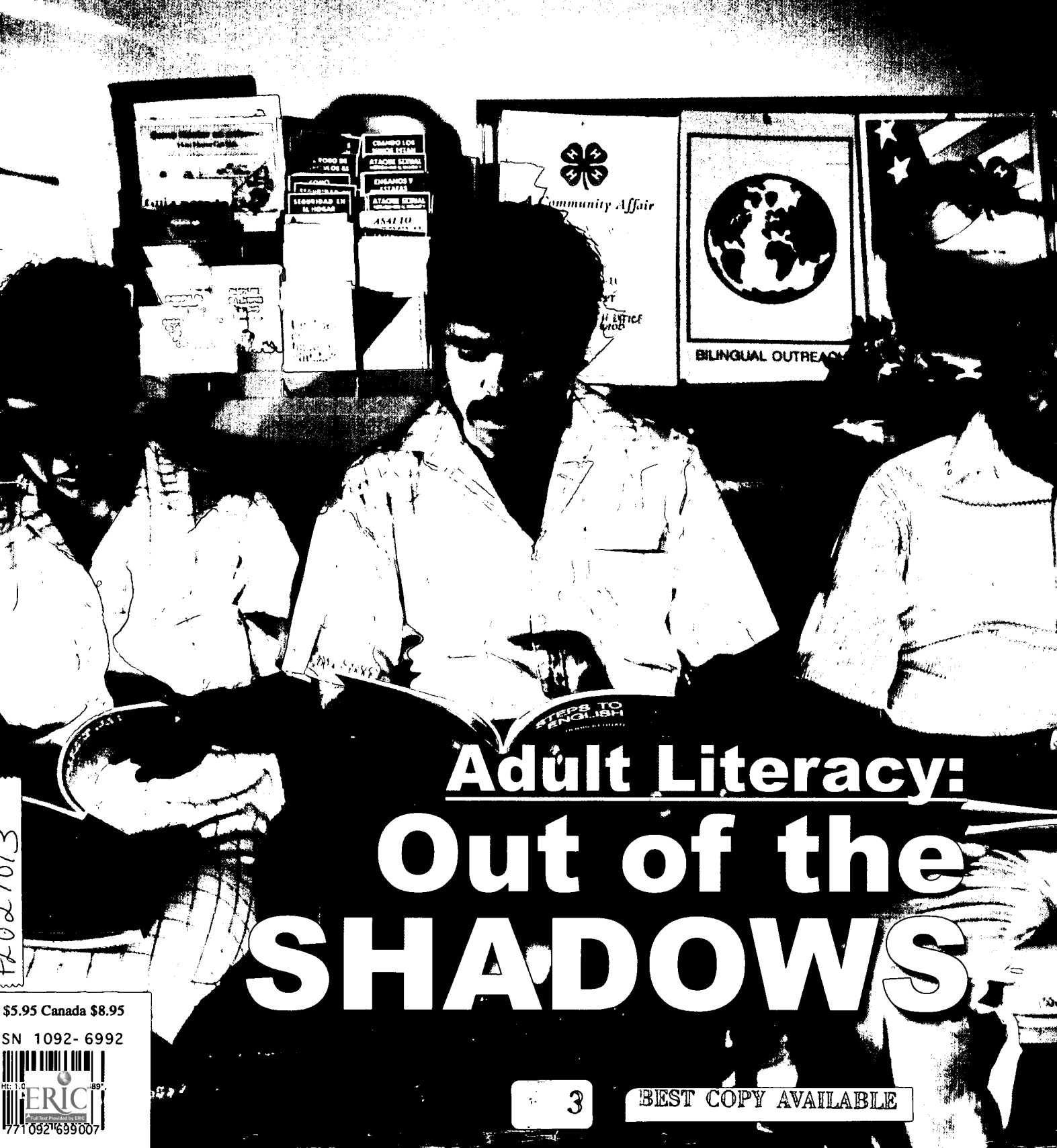
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL027613

BEST COPY AVAILABLE

American
Language Review

January/February 2001 The Magazine of Language Education



Adult Literacy:

Out of the SHADOWS

PE 2073

$5.95 Canada $8.95

SN 1092- 6992

771092 699007

BEST COPY AVAILABLE

It's just like the REAL test!

Introducing POWERPREP® Software:
Preparation for the Computer-based TOEFL® Test



Created by Educational Testing Service, POWERPREP software CD-ROM is the ONLY product available with timed computer-based tests operating under the authentic TOEFL testing software used by examinees around the world.

POWERPREP software features:

- Two timed computer-based tests with authentic TOEFL questions
- Same tutorials used on test day
- Three essay topics for writing practice
- Actual essays written by TOEFL test takers
- Score ranges at the end of each test

To order, call:
1-800-446-3319
or visit our Web site at
www.ets.org/store.html

Other TOEFL Test Prep Products from ETS:

- TOEFL Sampler CD-ROM
- TOEFL Test Preparation Kit, 2nd Edition
- TOEFL Practice Tests, Volume 1 and Volume 2
- POWERPREP Software for GRE® and GMAT® are also available.

TOEFL®
Test of English as a Foreign Language

www.toefl.org

THE INTERNATIONAL STANDARD TOEFL® FOR OVER 35 YEARS

ETS

Copyright © 2000 by Educational Testing Service. *Educational Testing Service*, *ETS*, the *ETS logo*, *TOEFL*, the *TOEFL logo* and *Powerprep* are registered trademarks of Educational Testing Service.

ERIC Full Text Provided by ERIC

In Japan, 'eigo' means English

英語のすべてを手に入れる・エイゴタウン・ドット・コム

eigoTown.com

'eigoTown.com' means more Japanese students at YOUR English school

Register your school today!

eigoTown.com makes it easy for you to reach hundreds of thousands of Japanese people who want to study English overseas at a school like yours. The best news is that the service is free.

eigoTown.com (pronounced ay-go Town) is Japan's premier Web site for everything related to the English language. The site recently introduced its fully-searchable **i-Database**, designed to be Japan's most comprehensive database of English learning opportunities around the world. We invite you to include your school in the database.

Visit us at www.eigoTown.com/EnglishInfo for more information and to register. The team at eigoTown.com will translate your information into Japanese and include it in the i-Database, giving you instant direct access to the Japanese market.

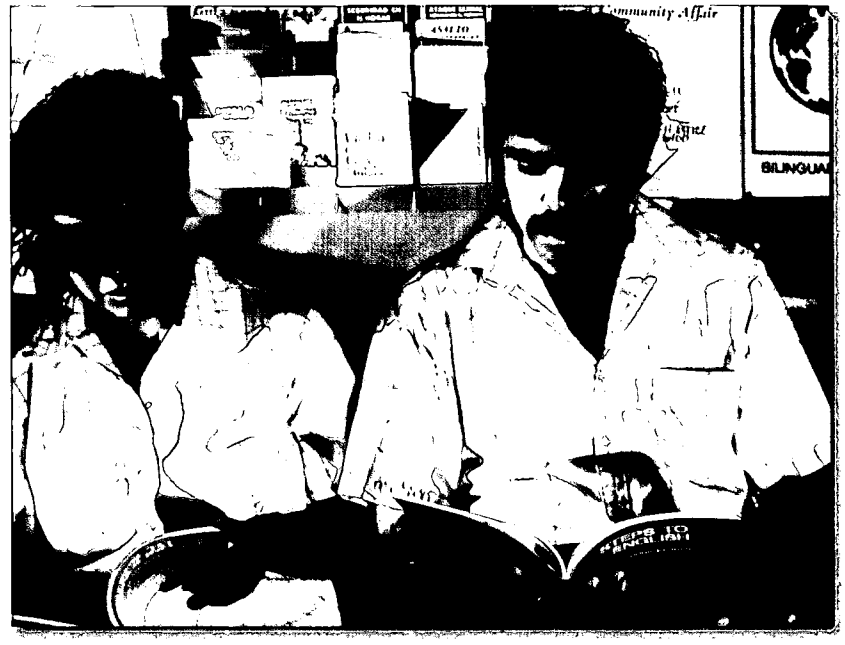


www.eigoTown.com

For more information, please contact James Hursthouse (+81 3 3770 8100 / james@eigoTown.com) or point your browser to:

www.eigoTown.com/EnglishInfo

What's INSIDE:



Cover Story:

ADULT LITERACY: ***Gail Weinstein*** begins our in-depth look at adult literacy by assessing the value of learner narratives in the classroom. ***Robin Schwarz*** and ***Lynda Terrill*** offer teachers different options to assist adults with learning disabilities. ***Miriam Burt***, in the regular column, **LinguistiCAL**, talks about the benefits of using the Center for Applied Linguistics as a resource for aiding adult immigrants to learn English. **PAGES 14-20**

Features:

CLASSROOM: ***Carol Poppleton*** conjures up images of her youth through the music of emotion-provoking performers such as Bob Dylan and explains how his lyrics and those of other famous musicians can be used as a learning tool in the language classroom. ***Joy Kreeft Peyton*** and ***Pat Rigg*** explore the use of poetry and ***J. Ignacio Bermejo*** discusses the benefits of using magazines, *Time* and *Newsweek*. **PAGES 23-30**

SPECIAL REPORT: ***Dr. Thomas Kane*** takes a look at how educators can incorporate intuition into their teaching practices. **PAGES 32-34**

BILINGUAL EDUCATION: ***Paul Rogers*** made some interesting discoveries while teaching in Mexico, which helped his students become more involved in his language-learning classroom. **PAGES 36-39**

DIALECTS: ***Naomi Nagy, Julie Roberts*** and ***Charles Boberg*** explore a historic region of the United States, where the woodchucks simply love belly-bunting and laughing at the leaf peepers. **PAGE 40-43**

ELECTRONIC EDUCATION: ***Steven Donahue*** takes a look at the recent report issued by the Web-Based Education Commission. ***Barry Bakin*** ...vers all those frustrating questions on how to offer your students practical projects in the one-computer classroom. ***Lin "Webster" Lougheed*** offers some advice for advocates of bilingual education. **PAGES 47-56**

LAST LAUGH SPECIAL: In tribute to "America's Super-duper Blooper Snooper", ***Richard Lederer*** (see page 13) we offer you twice the fun and double the confusion. **PAGE 60**

Departments: **8** Letters **6** Editorial **10** News **44** Reviews



SLANGMAN: Ever wondered how native English-speakers sound to those who are not? *Goldilocks and the Three Bears* find out with the help of David "Slangman" Burke. **PAGE 58**

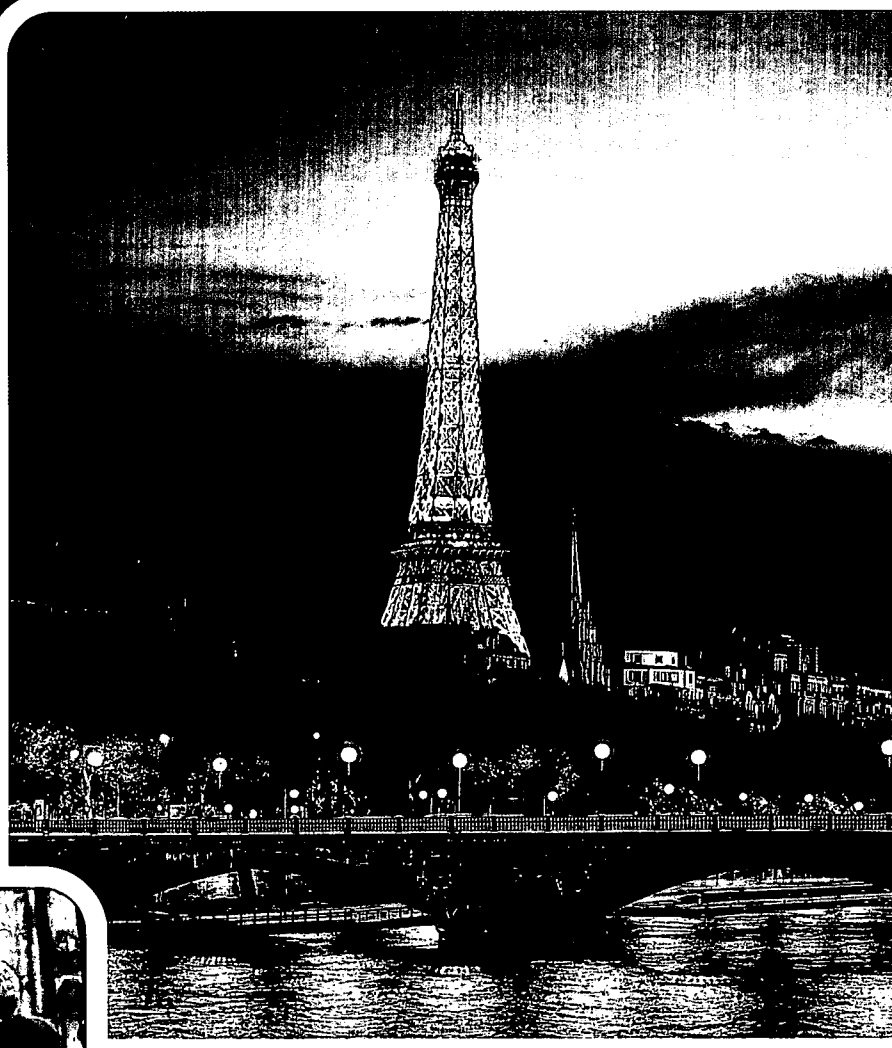
ON THE COVER: Hispanic immigrants learn English during a class at the Bilingual Outreach Center. © **David H. Wells/CORBIS**

Teachers travel FREE!

Travelling abroad with your students can be easy, educational, and affordable. And when you go with EF, you ***travel free when you accompany six or more students.***

The benefits don't end there – ***call for your free videos and tour planning kit,*** *and discover just how rewarding international travel can be!*

1-800-546-8275
ask for x80





Educational Tours

www.eftours.com
freetravel@ef.com



Language Education Must Be a Priority

BY THE time you read this, America will have sworn in its 43rd President. Education is said to be at the top of George W. Bush's to-do list. In fact, in an administration that looks set to be hogtied by partisan disputes, education is being touted as one of the few policy areas where the Bush Babies can make any headway. The President appears determined to move ahead with his proposals for school vouchers although there seems to be little enthusiasm for this initiative among educators and parents.

During his campaign, Dubya made much political capital out of his Hispanic links and the fact that Texas has become a model of educational progress, particularly in the field of language education. Although some critics believe that the Lone Star State is too heavily reliant on testing, educators agree that the acrimony and strife that has surrounded the issue of bilingual education in Los Angeles, San Francisco (and now Phoenix and Tucson) has not been paralleled in Houston, Dallas or San Antonio. It seems ironic that a "conservative" Republican-controlled state such as Texas has fought to preserve and extend bilingual education whereas "liberal" California chose to end it.

Much of the blame for anti-bilingual education initiatives (and their success) has been placed at the door of Ron Unz, the much-vilified backer of Prop. 227 in California and Prop. 203 in Arizona. But after the dust has settled on these two campaigns, the simple fact is that bilingual educators failed to win the hearts and minds of the electorate—in the same way that Al Gore, who was a shoe-in, lost an election that was his for the taking.

Both presidential candidates ran on platforms that included more money for education. The Republicans have retreated from their anti-Department of Education stance and appear to be ready to spend, spend, spend, as far as education is concerned. President Bush has earmarked early education and literacy programs for federal dollars: Language education is vital to the success of these programs and, if taxpayers' money is to be well-spent, some of this money must be invested in teacher training and equipment for schools. All too often in the past, language education programs have been consigned to the bottom of the heap in the competition for funding. It is time that these programs (and language educators themselves) received adequate financial support.

If bipartisanship prevails, then language education could get a real boost from the government. As President Bush said, ""There is no better place to start to show [America] that our Congress and the president can cooperate for the best of the country than education." But if the kind of political wrangling that surrounded the attempt last year to reauthorize the Elementary and Secondary Education Act (the main source of financial aid for underprivileged schools many of which are charged with educating English Language Learners) erupts between the parties, then immigrant children and language education programs will be the losers once more.

As the economy contracts, there has never been a more pressing need for language education. Low-paying, unskilled jobs will be the first to go as money becomes tighter. Children lacking in language abilities will face a harsh future unless their needs are met while they are still in school. This is a lesson we hope the President will not have to learn the hard way.

Ben Ward, Editor

American Language Review
The Magazine of Language Education

Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Europe Editor	James Beetham
Book Reviews Editor	Karen Russikoff
Dialects Series Advisor	Walt Wolfram
Columnists:	
Last Laugh	Richard Lederer
Publish or Perish	Andy Martin
Slangman	David Burke
Web'ster	Lin Lougheed
EdTech Writers	Barry Bakin Randall Davis Steven Donahue
Staff Writers	Chung Han Michael Howard
Marketing	Nick Bolitho Roy Walker
Production and Web Design	Kire Productions

National Office	11271 Ventura Blvd, Suite 513 Los Angeles CA 91604
Telephone	(323) 658-7620
Fax	(323) 658-7530
E-mail:	
Editorial	editor@alr.org
Advertising	info@alr.org
Subscriptions	subs@alr.org

Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

American Language Review (ISSN 1092-6992) is an editorially independent publication of American Language Press, LLC. Opinions expressed by contributors and/or advertisers in ALR do not necessarily reflect the views of the Publishers nor the Distributor.
© 2001 American Language Press.

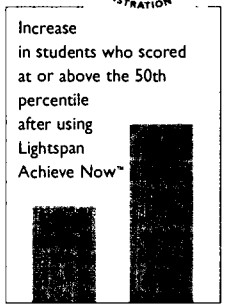
American Language Review is abstracted and indexed with ERIC.

How smart can a



Smarter than you could ever imagine thanks to a proven, innovative approach to increasing student achievement in reading, language arts, and mathematics. Lightspan Achieve Now™ extends the school day to the home for more time on core curriculum, involves families in their children's learning, motivates kids to learn, and gives every student a chance to achieve.

COMPREHENSIVE SCHOOL REFORM
Lightspan Achieve Now™
Skill- and content-based
DEMONSTRATION MODEL



Nationwide results from 403 schools using Lightspan Achieve Now in the 1998–99 school year

LIGHTSPAN™

www.lightspan.com

9

There is No Substitute For Supervised Student Teaching

Tony Donovan's article about teacher training ("Teaching ESL in America's Public School System", *ALR*, November/December 2000) gives an entirely misleading impression. The most important component of teacher training is not coursework, but *supervised student teaching*. Yes, education courses are necessary can be taken at night, but in Illinois, and in other states with which I am familiar, there is no substitute for supervised student teaching.

It is possible for an applicant who has not had any supervised teaching experience to teach without it for a limited time, with an emergency credential. However, no amount of teaching overseas, in the Peace Corps or anywhere else, and *no amount of teaching with an emergency credential* will substitute for it in the long run. Even in states with alternative credentialing schemes for RPVC's and others, such as California, the local district officials who actually do the hiring are not interested in the credential certificate unless they also see a dossier called a *Placement File* which contains student teacher performance evaluations. The alternative credential sounds like a good idea, but practically speaking it is worthless.

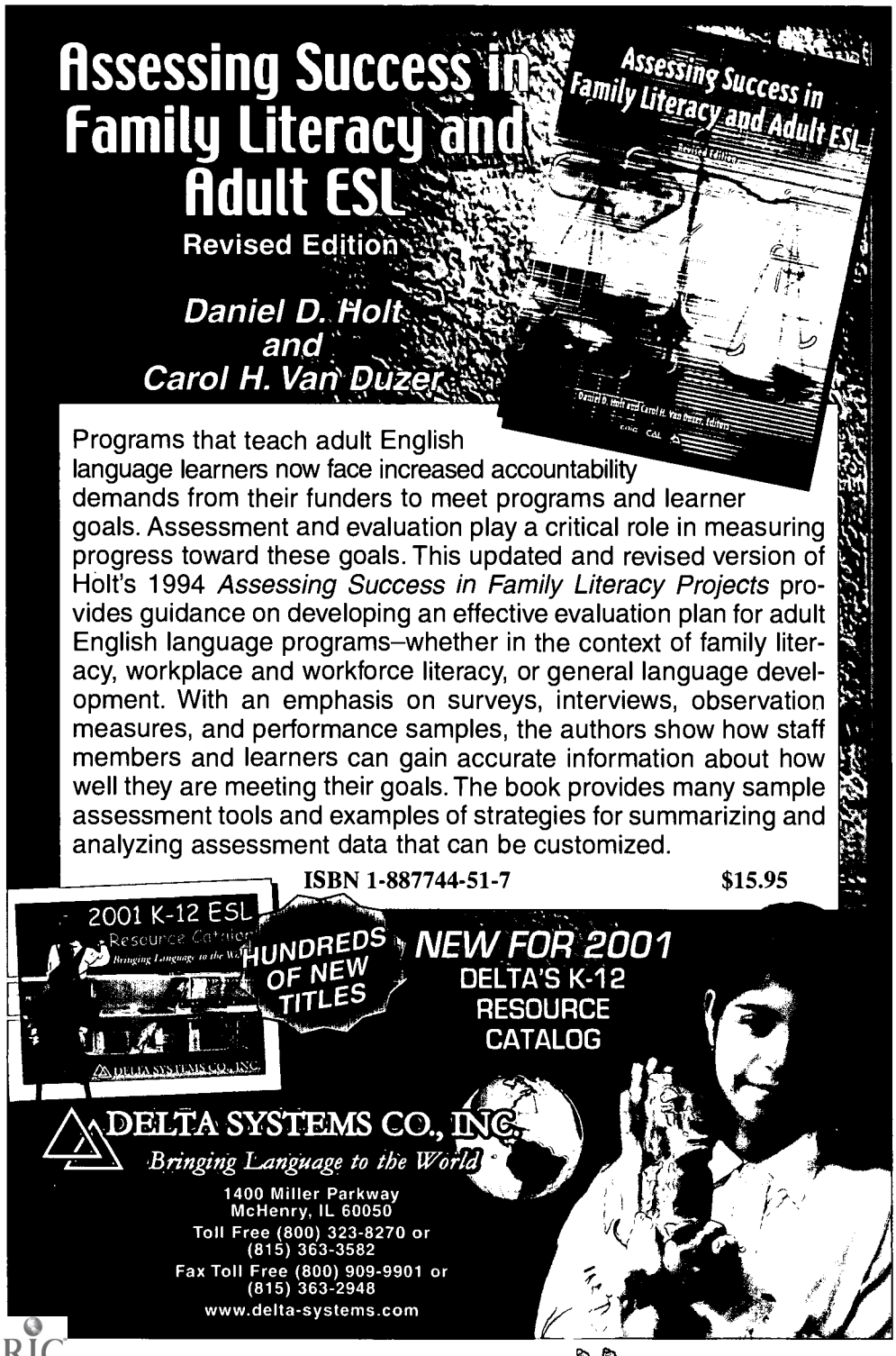
Of course, if you wish to teach in East Los Angeles or places like that where the schools are desperate, you will be welcomed. However, you may have to teach there for years and be no closer to a *real* credential than when you started, no matter how many courses you take at night.

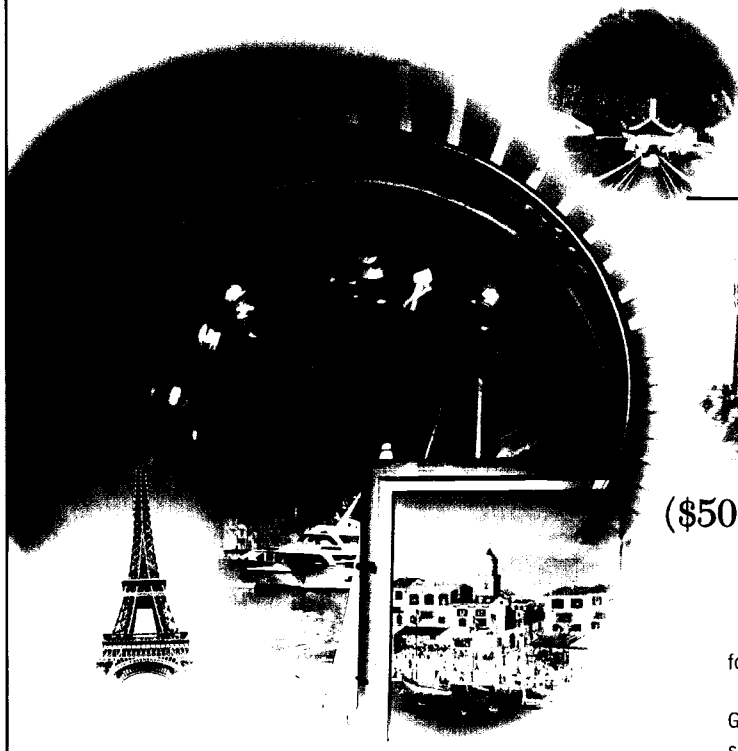
Sincerely,
Ray Ott
DeKalb, Illinois

Hablar español es un crimen

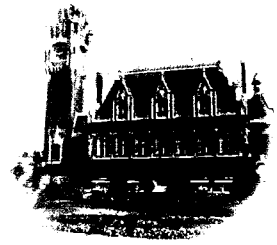
Hace un par de años acepté un puesto de profesor en los vastos campos agrícolas de California. Una de mis obligaciones consistía en visitar a mis alumnos que se desempeñaban de maestros pasantes. Un día, me presento con la recepcionista y pido hablar con el director. El director, sonriente, me cede asiento, le extiendo mi tarjeta de presentación. A pesar de desempeñarme en "Educación primaria", la tarjeta me identifica como profesor de "Educación Bilingüe". Al verla su expresión cambia. Me dice en tono autoritario: "Are you aware of the new law that prohibits Bilingual Education?" Sorprendido, enmudecí. Ganas me dieron de preguntarle si eso implicaba prohibir los tacos en la cafetería, si iban a inglesar los nombres de los niños y muchas otras cosas; pero, para que perder tiempo con un racista. Salí maniatado por el edicto. Llegué al aula. La maestra, una eficiente muchacha con mejor dominio del español que del inglés, me recibió con cortesía. Hablé en español como siempre lo hacíamos en la universidad, ella me respondió en inglés. Ya habíamos charlado muchas veces, por primera ocasión me hablaba en inglés, me pareció hablar con una extraña. Le indiqué que continuara con la clase. Rondé por el aula. La maestra asignó labores a los grupos, los niños se pudieron a trabajar. Me acerqué a un grupito, hablé en español como de costumbre. Ese día los niños me miraron sorprendidos... silencio. Ahí mismo caí en cuenta que en esa aula, en esa escuela, en ese Estado, hablar español es acto prohibido, un crimen. Prohibido como violar, matar, robar. Frente al silencio un niño intentó responder en su paupérrimo inglés. Me retiré abrumado por toda la amargura. La prohibición, cual peste, cruzó la frontera, cundió por todo Arizona.

Saúl Cuevas,
Fénix, Arizona.





Early Enrollment 2002



($50 OFF For 2002 Early Enrollment)

Early Enroll your 2002 traveling group by June 1, 2001, and your participants will receive $50 OFF the published catalog price for their GLOBAL VISTAS tour!

GLOBAL VISTAS has posted no price increases for catalog programs since 1999. Your group can travel in 2002 at $50 below 1999 prices — only with GLOBAL VISTAS.

The best deal in the business just got better! 1-800-757-5580

Receive a FREE Digital Camera



Every group leader who Early Enrolls even one traveler by June 1, 2001, and eventually has a group of 15 or more students with GLOBAL VISTAS for 2002 travel, will be sent a quality digital camera.

FOR FREE.

Photograph your group on tour, upload scenes from your tour to your group's personal website at globalvistas.com. Even "paste" photos taken that day onto your "e-postcards" sent home from Europe.

Your Personal Group Website

Set for launch early in 2001, the new GLOBAL VISTAS website (globalvistas.com) will make the job of recruiting and tracking your group easier than ever before.

Every group will have their own dedicated website.

Every group will be allowed to enroll instantly, online.

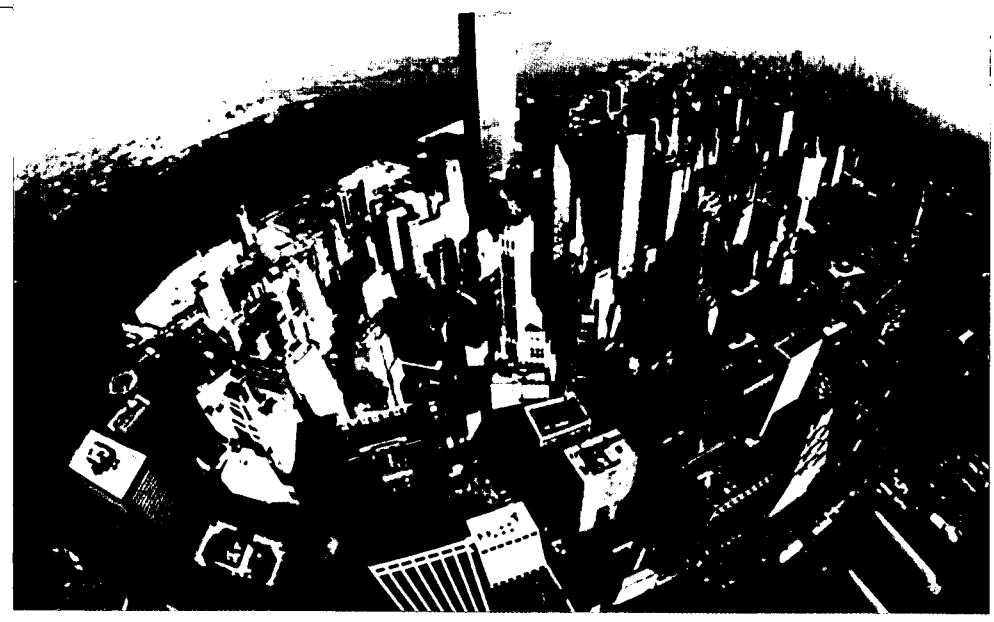
Every group leader will be able to stay in touch with all group members, in real time.

After all, making your job easier is our job!

GLOBAL VISTAS
Where quality is the difference.

www.globalvistas.com • 1-800-757-5580 • "The Class of the Field"©

A Bilingual Battle in the Big Apple



THE RESULTS of California's Proposition 227 are being examined meticulously by other states at a time when bilingual programs all over the country are coming under scrutiny. The recent passage of Prop. 203 in Arizona has prompted more school authorities to examine their own policies.

Of course, some areas, like New York City, are probably immune to such measures because, as Don Soifer, Executive Vice President of the Lexington Institute states, "New York law does not allow for the same citizen-initiated ballot initiative process that has met with such strong success in California."

However, that does not mean reforms will not take place. Howard Thompson, President of the Board of Education said "We must preserve what works about bilingual education and repair what does not in a manner that does not bind us with decades of orthodoxy or propel us by political winds and educational fads."

Thompson has proposed four reforms in his outline. He says the city and Board of Education must:

- Develop new tests for determining when children need bilingual/ESL services and when they are prepared to exit.
- Expand exemplary practices, such as dual language programs that are working throughout the city.
- Address the "distressing" shortage of certified bilingual/ESL teachers by intensifying recruitment.
- Promote creative certification programs, with the state Education Department's assistance.

"But" said Thompson, "We should go one step further and provide parents with an additional intensive English language option within the ESL framework."

Soifer agrees with Thompson wholeheartedly. "The implementation of structured English immersion programs he [Thompson] calls for would make a powerful difference for the Big Apple's English learners. Parents will quickly see the difference and choose the program they feel is best for their children."

How do parents feel about this?

In New York City, most of the heat on this issue comes from the Latino population. According to statistics from the Hispanic Federation, interest in bilingual education has waned to 47%, which is down from 53% a year ago. And now, most parents favor more program options for their children.

New York City Mayor Rudy Giuliani has proposed an English-immersion program along with two other options that allow parents to decide whether or not they want their child in bilingual classes or English-only classes which teaches children their subjects in English only with some help in their native language. The Mayor's Task Force on Bilingual Education, headed by Randy Mastro, calls for those students who do not speak any English at all to be enrolled in English-only classes for one year. Although Bronx Borough President, Fernando Ferrer, does not favor the plans of action advocated by the Mayoral Task Force, he does agree that reforms are needed. Ferrer believes the schools are more at fault than the program itself.

Soifer believes action must be taken quickly. He cites examples that show that only one in four of New York's English language learners are classified as participating in mixed ESL and bilingual programs. According to Soifer, only 17% of English language learners performed above the 50th percentile in reading, and only 20% graduated into mainstream classrooms within three years. The Board of Education released its own report hinting that progress has not been made. Some children were still "stuck" in bilingual programs for eight to nine years.

Thompson, the Board's President, said, "Instead of arguing about what we cannot or should not do, let us act on reforms that rest on solid educational research, respect the role of parents, promote multilingualism and, most importantly, improve the educational experience of all students throughout New York City."

Soifer predicts that change is inevitable. "I think New York is about to take some major steps to get on board the bilingual reform juggernaut," he said. "Just by taking the steps Mr. Thompson suggests, implementing structured English immersion classes to give parents the choice, the Empire State would be well along its way."

Proposition 227 may not be headed to New York, but some of its legacy may soon seep into the city's public school system one way or another.

- Chung Han

Rotten to the Core?

THOUSANDS of bilingual education students don't learn English because many of their teachers aren't qualified to teach it. At least, that's what a report released by New York City Mayor Giuliani claims.

"Too many teachers of bilingual education are not themselves bilingual—they lack sufficient proficiency in English," said the report by the mayor's task force on bilingual ed. "That's a euphemism for 'They don't know English,'" Mayor Giuliani said. Giuliani said bilingual teachers should be paid on a scale based on how quickly their students learn English. The teachers union, currently without a contract, opposes merit pay.

passports

The people behind **passports** have been responsible, directly or indirectly, for the successful overseas travel of hundreds of thousands of American high school students since the mid-nineteen-sixties.

The fundamental premise has remained unchanged over all these years: ***travel to foreign lands is an education in itself, making the world a safer place, and making people happier with their lives than they would have been otherwise.***

This process of education through travel is not spontaneous; it does not happen by itself. It happens only with the pro-active, dedicated support of educators — teachers in the schools.

passports plays the role of catalyst in this process, giving teachers not just abstract, moralizing, make-the-world-better reasons why — but real, down-to-earth benefits and "perks" in return for their help in organizing travel groups.

Mainly, a free trip to Europe or other destinations for every six (6) students enrolled in an overseas travel program. And cash stipends in the case of groups larger than six. And *extra* free trips to exciting overseas destinations if enrollment occurs early.

passports makes it worth a teacher's while to provide his/her students with an invaluable, eye-opening cultural experience overseas.

That's the **passports** "plus."

You can read more about it on our Web Site **www.passports.com**, or hear about it first-hand from a real person at our Toll Free number **(800) 332-pass**.

Join us for travel this year, 2001, or next year, 2002.

NOTE: During their first year of travel with **passports**, ESL teachers travel free with only five students, not the usual six!



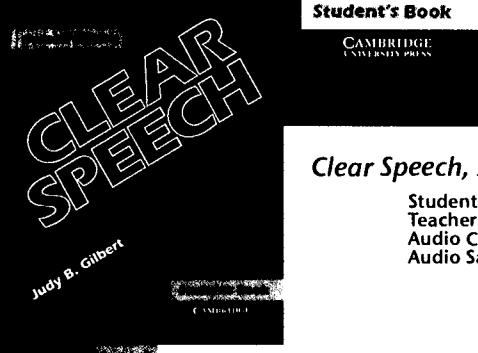
NOW A TWO-LEVEL SERIES!

NEW NEW NEW NEW NEW NEW NEW NEW NEW NEW

Judy B. Gilbert

CLEAR SPEECH FROM THE START

Basic Pronunciation and Listening Comprehension in North American English



Clear Speech from the Start is a revolutionary new text designed to give beginning students immediate help in mastering the crucial elements of North American English pronunciation. Like it's higher-level counterpart, the bestseller Clear Speech, it concentrates on topics, such as rhythm, intonation, and sounds as grammar cues, that will make the biggest difference in students' ability to understand and communicate with others. The Clear Speech series now offers teachers an effective and innovative approach for teaching pronunciation to students at a wide range of levels.

Clear Speech from the Start

Student's Book	0-521-63737-6
Teacher's Resource Book	0-521-63735-X
Audio Cassettes (3)	0-521-63736-8
Audio CDs (3)	0-521-79966-X

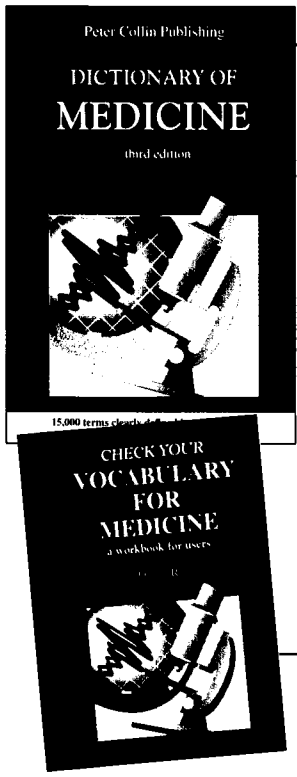
Clear Speech, second edition

Student's Book	0-521-42118-7
Teacher's Resource Book	0-521-42116-0
Audio Cassettes (2)	0-521-42117-9
Audio Sampler	0-521-65934-5

DON'T MISS OUT!
TESOL 2001
St. Louis, Missouri
JUDY B. GILBERT
Wednesday Feb. 28th, 2001
10:30 am-11:15 am
Convention Center Meeting Room 161
See you there.

CAMBRIDGE UNIVERSITY PRESS 40 West 20th St. New York, NY 10011
tel. (800) 872-7423 • fax: (212) 645-5960 • www.cambridge.org

ENGLISH LANGUAGE RESOURCES



Dictionary of Medicine, *third edition*

A new and fully revised edition of this bestselling title. Comprehensive coverage of medical practice, with terms from surgery, general practice, hospitals, clinics, nursing, pharmacy, dentistry and other specialisations included.

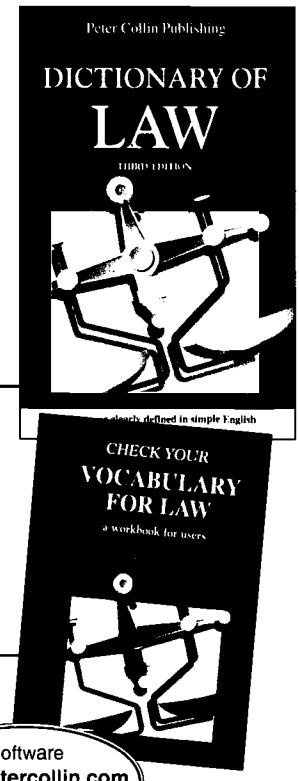
Each entry includes part of speech, phonetic pronunciation guide, example sentences and a clear definition. Ideal for professionals learning English for medicine.

Book: 1-901659-45-3 CD-ROM: 1-901659-38-0

Dictionary of Law, *third edition*

A new, revised edition of this comprehensive, bestselling dictionary. This edition covers over 7,500 terms used in British and American English. Each entry include clear definition, phonetic pronunciation, part of speech, example sentences, grammar notes and collocations to help improve vocabulary. Ideal for Law ESP courses.

Book: 1-901659-43-7 CD-ROM: 1-901659-37-2



Vocabulary Workbooks

A range of specialist workbooks packed with games and puzzles to help students improve English vocabulary.

Workbook for Medicine, 2nd ed. 1-901659-47-X
Workbook for Law, 2nd ed. 1-901659-21-6

Software
www.petercollin.com
Resources

Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

Tour Provider Teams Up With United Nations Division

EF, the educational tour provider, has announced a new partnership with UNESCO, the United Nations Educational, Scientific and Cultural Organization, which is devoted to promoting youth-oriented educational programs and preserving culturally significant World Heritage Sites.

Sites designated by UNESCO as cultural and historical landmarks include the Old City of Jerusalem, the Acropolis in Greece, the Palace of Versailles in France and Historic Puebla in Mexico—all of these examples are educational destinations served by EF. By donating $100,000 to UNESCO's World Heritage Fund, EF hopes to help preserve the World Heritage Sites that students set foot in, climbs the stairs of, or walk through while on their tours of discovery.



Hillside homes in Jerusalem, one of UNESCO's World Heritage Sites.

5th Column

SARI FACTOR has been named President of Wright Group/McGraw-Hill, formerly known as The Wright Group. The new company is the result of merging The Wright Group and Creative Publications, which were recently acquired by The McGraw-Hill Companies through its purchase of Tribune Education.

"We are proud to have Sari on our team. With over 20 years of managerial and publishing experience, she will be an asset to Wright Group/McGraw-Hill as it continues to expand and prosper," said Robert Evanson, president of McGraw-Hill Education.



Julie McGee

SCHOLASTIC INC. has named publishing executive Julie McGee, President of McDougal Littell, to lead the company's newly consolidated educational publishing division. Scholastic CEO, Richard Robinson, said, " Julie McGee has an excellent record as the leader of one of the largest secondary school publishers. I'm confident she can bring together the many outstanding resources at Scholastic to build further our strengths as a major profitable school and library publisher."

HOUGHTON MIFFLIN COMPANY announced the appointment of Rita H. Schaefer to head McDougal Littell, its secondary school publishing unit. Ms. Schaefer will also be promoted to the position of Senior Vice President, Houghton Mifflin. Ms. Schaefer will replace Julie A. McGee, who, following her decision to move to New York, has accepted a position at Scholastic Inc. "Rita's leadership and in-depth understanding of McDougal Littell's products, sales organization, and mission are tremendous assets to McDougal Littell and to Houghton Mifflin. Her strengths and many years of experience will enable Rita to hit the ground running," said Nader F. Darehshori, Chairman, President and Chief Executive Officer of Houghton Mifflin.



Rita Schaefer



Richard Lederer

RICHARD LEDERER, writer of *ALR*'s much-loved "Last Laugh" column, has been named a Usage Co-Editor for *The Random House Dictionary of the English Language*, Third Edition, Unabridged. Dr. Lederer says that he is "honored" by the appointment. Dr. Lederer has also joined the e-Learning faculty of Corpedia, a web-based corporate e-Learning provider.

"Dr. Lederer is America's favorite 'verbivore'," said Alex Brigham, Corpedia's co-founder and CEO. "We are very proud to add this nationally recognized linguist to Corpedia's faculty."

Dr. Lederer's new book, *Bride of Anguished English*, is currently a Book of the Month selection.



I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Chinese. I think every language is useful!

- Susan Yin

A literacy tutor in Philadelphia captured this snippet of life by writing down what an elderly student from Burma said to her. It is striking that I've heard this lament in one form or another in nearly every classroom where adult immigrants gather. My own great grandmother arrived from Poland speaking only Yiddish, while my mother and aunt grew up speaking only English. The two generations lived in the same house, unable to speak with one another, until the old woman's death. Those girls, now themselves grandmothers, still mourn the opportunity that was lost a half-century ago.

The language(s) of the household, and the effects of language use on the relationships of its members, are just a few of many issues that will face uprooted families for the rest of time.

BUILDING LEARNING COMMUNI

In years of teaching immigrants as well as training English teachers, I've come to find that stories like these, even in their simplest unadorned form, are the ones that start conversations, help learners see they are not alone, and give them an opportunity to explore options for addressing concerns.

When teachers are listening, children also have important stories to tell. Samnang "Junior" Lim was a teenager when he told my friends Jim Higgins and Joan Ross:

Maybe I had too much freedom—my parents work two jobs and are never home. My friends became my family. When Willie dropped out, we all left with him. We stick together.

With this quote, Jim and Joan provide a photo portrait of Samnang on a basketball court with his gang, the "Tiny Rascals". High school teachers, with time to talk it over, found ways to use this brief narrative as the springboard for kids to discuss not only gangs in their neighborhoods, but also their situations and their choices, including their longing to belong and to feel wanted and protected.

From the moment I began teaching more than two decades ago, I was moved by the stories of refugees in my classes who had overcome extraordinary odds to make it alive to the United States. As I gained more experience and an opportunity to have input into curriculum, I began to explore the power of harnessing these stories for teaching language, and for inviting learners to share their lives with me and with one another. Now, as a teacher educator, I am becoming more concerned with developing tools to help pre-service and in-service teachers weave learner narratives into the fabric of their teaching.

Why prepare teachers to use learner stories?

There are many reasons to encourage teachers to weave learner narratives into the fabric of their ESL teaching, both for the sake of learners and themselves. Here are just a few:

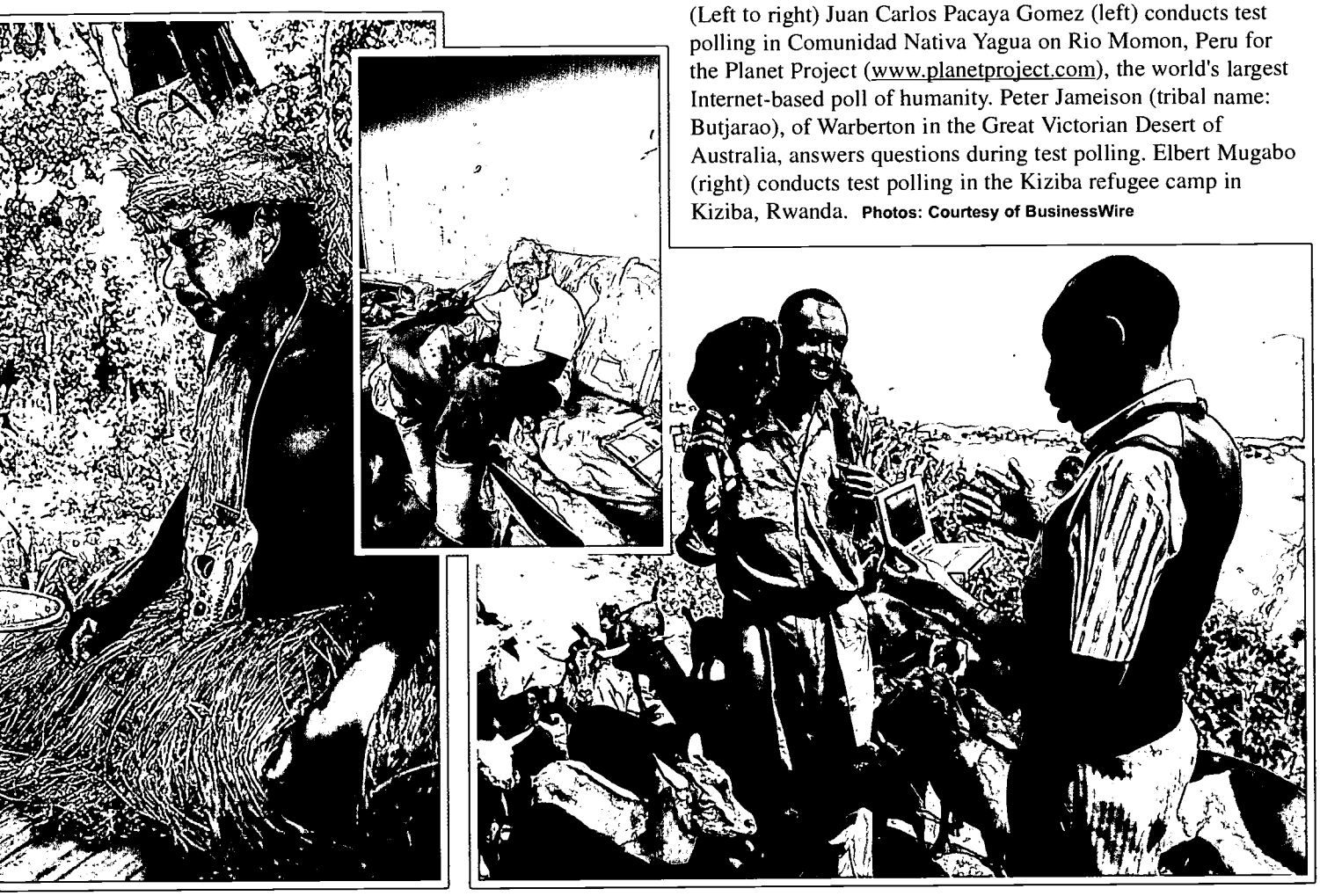
- Learners are eager to understand what others like them have said; increased motivation leads to increased engagement and catalyzes acquisition;
- Authentic stories of current learners constitute the most compelling material for future learners—with built in relevance and timeliness.
- Authentic texts are bursting with natural language and all its component teachable parts.
- Teachers who use the same textbook exercises semester after semester can find that their work becomes mechanical and boring, prime ingredients of burnout. Teaching never gets routine or predictable when learners' lives are the stuff of our language teaching and classroom work.
- Stories help us find our common humanity, in confronting human problems and sharing cause for celebration, all while learning language.

Learner texts can come from many sources. They become more and more plentiful as teachers tune in. Below are a few suggested motherlodes.

Sources of learner stories (used only with learners' permission)

- Language experience dictation

BEST COPY AVAILABLE



(Left to right) Juan Carlos Pacaya Gomez (left) conducts test polling in Comunidad Nativa Yagua on Rio Momon, Peru for the Planet Project (www.planetproject.com), the world's largest Internet-based poll of humanity. Peter Jameison (tribal name: Butjarao), of Warberton in the Great Victorian Desert of Australia, answers questions during test polling. Elbert Mugabo (right) conducts test polling in the Kiziba refugee camp in Kiziba, Rwanda. **Photos: Courtesy of BusinessWire**

ES THROUGH SHARED STORIES

Gail Weinstein weighs up the value of learner narratives in adult literacy classes.

- Interviews, in English or in the native language (which can be translated by a bilingual teacher or a more proficient peer)
- Learner "freewrites"
- Dialogue journal entries.
- Issues that arise in class discussion.
- What learners tell us before class and during breaks (the best material!)

Learner stories are all around us, in the air we breathe, if ESL classrooms are places where learners talk. Creating space for this talk is an acquired skill, which can be fostered in our teacher preparation programs by asking teachers to collect and share these stories, as well as tips for collecting them.

A framework for learner-centered teaching: Learners' Lives as Curriculum

Giving Help, Getting Help

In Alexandria, the houses are not close to each other. Everyone has their own yard. You don't even know the names of your neighbors. Some people say hello on the street. But others don't talk. They are afraid because I am a Black person. There are some old women on my block. Th[illegible] their own leaves! Nobody helps them. In Ethiopia, everybody knew each other. My sons played in neighbors' houses every day. If we lived on the same block, we talked, visited, and drank coffee together. We never let an old person do work! If you needed help, someone was always there!

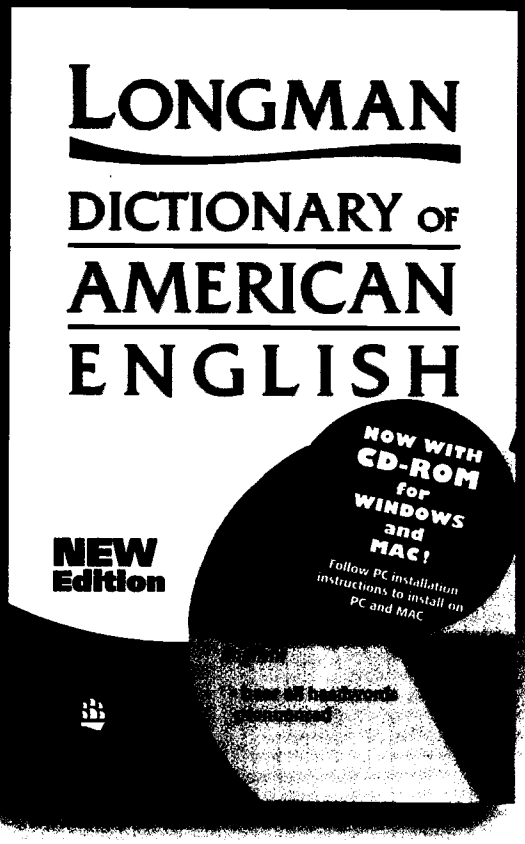
- Tekola Beyene (Collaborations, Weinstein and Huizenga 1996)

Tekola's story above is used to invite discussion the about learners' own neighbors and neighborhoods, with a focus on the theme of giving and getting help. Language structures and functions are provided and nurtured to support learners in talking about their neighbors, comparing their homelands with their new home, compiling a local community resource directory, inviting a guest speaker from a community service selected by the group, and then creating a classroom trading post to swap skills and services within their classroom community.

Learners' Lives as Curriculum (LLC), is a framework for curriculum development which begins with the assumption that classrooms can (and should) be settings where learners find opportunities to develop language and literacy skills while reflecting, as individuals and in collaboration with others, on their changing lives. A *thematic unit*, according to this model, provides learners with personal stories of others like themselves, along with an opportunity to respond to those stories, generate their own narratives, and prepare for a collective project while learning specific language skills and structures. According to Learners' Lives as Curriculum (LLC), thematic units include four main components: ➨

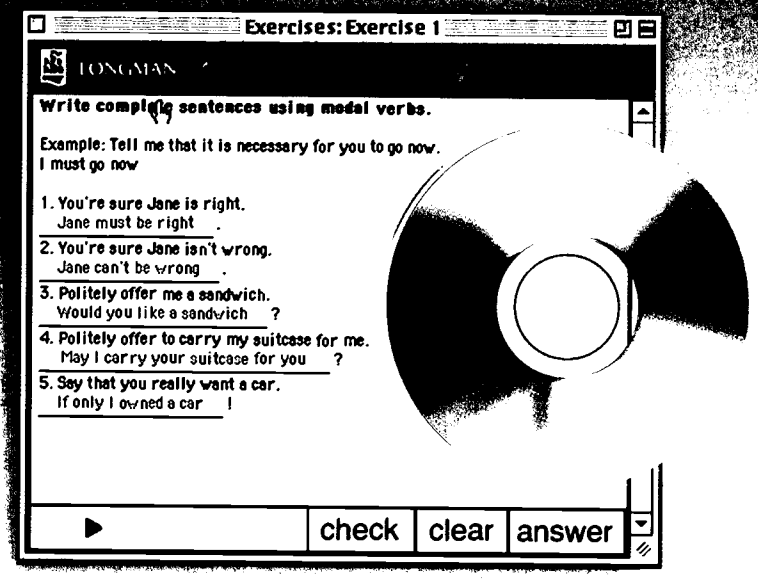
New

The World's *Favorite* Dictionary...



- Clear definitions written using the Longman Defining Vocabulary
- Features the latest terms from business, technology and the media
- New usage notes help learners avoid common errors

Now has a CD-ROM!



- Includes full text from the *Longman Dictionary of American English*
- 1,000 pictures to view
- Audio for every headword
- Tables, weights and measures, numbers, pronunciation
- Interactive exercises

Contact Your ESL Specialist today!

1-800-375-2375

www.longman-elt.com/dictionaries

Hardware Requirements

PC minimum requirements:
486 66MHZ Windows 95/98 NT, 16 MB RAM, MPC compatible. Audio board (e.g. Soundblaster) Quad speed CD-ROM drive.

Mac minimum requirements:
68040 CPU, 8MB RAM, 8 bit 256 color display. Dual speed CD-ROM.

Pearson Education

● Narratives with a contextualized focus on themes and "hot topics" of interest to learners.
● Language *skills* (listening, speaking, reading writing), *structures* (grammar and vocabulary), and *competencies* (using language for measurable, non-linguistic ends).
● Opportunities to document current language use, and monitor progress towards learner-selected goals.
● Opportunities to build a classroom community in which learners get acquainted, solve problems together, and engage in authentic projects. (Weinstein, 1999).

In 1995, the Lila Wallace Readers' Digest Fund provided a grant to test this model in a variety of settings. Over the course of two years, Bay Area practitioners in six community-based organizations elicited a variety of genres of learner narratives as the basis for developing language and literacy materials for learners in their communities.

One of the many lessons we learned together was the power of project-based work, a process in which learners investigate a question, solve a problem, plan an event, or develop a product. In this initiative, Mien hill tribe women worked in groups to describe photos of village life in Laos. With help from a bilingual aide, they created a book for their U.S.-born children. A breast-cancer oral history project; a multi-cultural family web site project; an action research project for Latina home health care trainees and Asian childcare providers; and a project in which elders recorded their memories of festivals in China for the youth of the community are among the other efforts that were nurtured (Weinstein, 1999).

I found that practitioners in this initiative, depending on their training or inclinations, where more skilled at one of two orientations. A "Mastery"orientation is one in which learners are helped to learn facts, concepts, and skills (procedural knowledge) through guided and sequenced practice. This orientation in ESL is exemplified by focus on linguistic structures, language skills, specific content, and/or competencies.

In contrast, a "constructivist" orientation to teaching and learning is one in which it is assumed that knowledge is not only transmitted to learners from teachers or books, but rather, that both meaning and knowledge can also be created collectively by learners or by learners and teachers. Those familiar with participatory and whole language approaches are comfortable with this orientation. In general, I have found that teachers who were more skilled at teasing out grammar, vocabulary and structures, were less skilled at starting conversations with students about issues that mattered deeply to them. On the other hand, those who were experienced community advocates and organizers were generally less skilled at providing learners with a tour of the language and how the mechanics work (Weinstein, in press).



Angie Alfred (right) polls a *sapera*—or snake charmer—as he woos a cobra in New Delhi

We concluded that the most powerful thematic units were those that combined mastery of language with skilled facilitation to talk about "hot" issues. Teamwork made it possible for those with strengths in one area to help those with strengths in the other. This dichotomy provides food for thought as we look at our own teacher education programs, and the balance of tools we provide to teachers. Which of these orientations is more heavily represented in our ways of preparing teachers? How can we provide balance?

Communities of learners, communities of teachers

Speaking Truth to Power

When I was 5 years old, my father accused me of breaking his watch. I didn't do it. I never touched it, and I told him so. He didn't believe me and he took off his belt and beat me, saying I should tell him the truth. I insisted I was telling the truth. I was scared and hurt and I was also very angry that he had accused me and didn't believe me. After that I wasn't afraid to stand up to my father. My mother and sister would run from him but I would stand. It became very important to me to stand up to power and say the truth, even if I was beaten. It also became important to me to protect other people's right to tell the truth and protect their right to say so.

This narrative is the result of a ten-minute "freewrite" at a workshop for teachers, whom I was preparing to participate with us in the "First Amendment Project". This effort is the outgrowth of a community service-learning initiative called SHINE, Students Helping in the Naturalization of Elders (Weinstein, et. al., in press). As part of our focus on civic engagement, we are planning to weave learner narratives about freedom of expression into thematic units that we are preparing for the City College Curriculum, to be used by both ESL teachers and SHINE coaches.

When the author of the narrative above read it to other teachers at our gathering, I was struck that our own stories are as important and compelling as those of ESL students. In my own teaching, I've noticed that whenever ESL learners in my own classrooms write, if I myself write, students stretch to the limits of their proficiency to understand what I've written. I become a participant in the community of

readers and writers that I am trying to create, and as my own engagement deepens, so does the engagement of the learners.

Teachers have many stories to share. One kind is the sharing of teaching stories:

- "How did you get those learner narratives?"
- Which prompts worked best to spark freewrites on Freedom of Expression?"
- "Which activities bombed?"

"How on earth do you use dialogue journals in a class of 50 students?"

- "Which stories started conversations and which ones evoked silence?"
- "How did you teach the language of this difficult story?"

The other kinds of teacher texts are those of our experiences as human beings:

- "When did you last speak the truth to power?"
- "When did you stay silent out of fear or reluctance to get involved?"
- "Where are the seeds for our common humanity, with each other and with learners whose lives we are asking them to share with us?"

As teachers talk about the nuts and bolts of making it work, we inevitably develop, refine, and share our growing repertoire of techniques. It also becomes a habit to both pose and address new and more sophisticated questions that are likely to emerge. This kind of collective problem-solving can only improve our craft.

I've come to believe that teachers are also learners, who learn best when they have a chance to share their own stories. Just as ESL learners need to learn skills and mechanics of language while talking about things that matter, so too do teachers. We need to share learner stories, and we need to share our own, with them and with each other. In this way, learning, teaching, and teacher training can become the most engaging and connecting endeavors imaginable, with the prospect of transforming all involved.

References

Weinstein, G. 1999. *Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy.* Center for Applied Linguistics, Delta Systems, McHenry, IL

Weinstein, G. In press. "Developing adult literacies". In M. Celce-Murcia, Ed. *Teaching English as a Second/ Foreign Language.* Revised edition. Heinle & Heinle Inc., Boston.

Weinstein, G., Whiteside, A. and Gibson, N. "Collisions on the road to citizenship: 'Thanks to God I passed'" In press. In Auerbach, E. *Case Studies in Community Partnerships.* TESOL, Alexandria VA.

Gail Weinstein, Professor of English at San Francisco State University's TESOL Master's program, specializes in adult and family literacy in immigrant communities.



Signing is an important facet of teaching language learners with impaired hearing. But many learner disabilities are not physical and are harder for teachers to identify

Overcoming

Learning disabilities are disorders that make it difficult to acquire and use skills such as listening, speaking, reading, writing, and reasoning. These disorders can also affect mathematical abilities and social interactions. People who have learning disabilities are generally considered to possess average or above-average intelligence. Little is known about how these disabilities affect the adult learner of English as a second language (ESL).

Learning Disabilities in a Second Language

Learners may show learning disabilities in a second language when they do not in their first. A learning disability may be so subtle in a first language that it is masked by an individual's compensatory strategies, e.g., getting general information through the overall context when specific words or concepts are not understood, and substituting known words for words that cause difficulty. These strategies may not be available to the learner in the new language. Sometimes a learning disability does not manifest itself in the learner's first language because the structure the native language may be more systematic or transparent than that of English. For example, a reading disability may be more pronounced in English than in Spanish, where the sound-symbol correspondence system is more predictable.

Identifying Learning Disabled ESL Adults

The percentage of learning disabled students in adult education classes may exceed the percentage in the population as a whole, with some estimates as high as





Learning Disabilities

Robin Schwarz and **Lynda Terrill** discuss ways teachers can assist adult learning disabled students.

80%. But, unlike native speakers in adult education programs, many ESL learners were not unsuccessful in their previous educational experience. Rather, they are enrolled in programs to learn to speak, read, and write in a new language. Therefore, care should be taken before labeling ESL learners as learning disabled, and other reasons for lack of expected progress should be considered.

Educators have noted the following reasons for slow progress in learning English:

- Limited academic skills in a learner's native language due to limited previous education.
- Lack of effective study habits.
- The interference of a learner's native language, particularly if the learner is used to a non-Roman alphabet.
- A mismatch between the instructor's teaching style and the learner's expectations of how the class will be conducted.
- Stress or trauma that refugees and other immigrants have experienced, causing symptoms such as difficulty in concentration and memory dysfunction.
- Sociocultural factors such as age, physical health, and social identity.
- Problems with work, health, and family
- Sporadic attendance.
- Lack of practice outside the classroom.

These behaviors or problems will most likely affect all learning, whereas a learning disability usually affects only one area of learning.

Assessing the Learner

Problems exist with using standardized tests to identify learning disabilities. Instruments designed to diagnose learning disabilities are usually normed on native English speakers, so the results cannot be reliably used with learners whose first language is not English. Since the concepts and language being tested may have no direct translation, the validity of tests translated into the native language is questionable. Most tests are primarily designed for and normed on younger students and may not be suitable for adults.

No single assessment technique is sufficient to diagnose a learning disability; multiple assessment measures are necessary. Even before an interview or other assessments are administered, instructors should answer the following questions about a learner:

- Has the problem persisted over time?
- Has the problem resisted normal instruction?
- Does the learner show a clear pattern of strengths and weaknesses in class?

● Does the learner show a clear pattern of strengths and weaknesses outside of class?

● Does the problem interfere with learning or a life activity in some way to a significant degree?

If the responses to these questions are affirmative, there is probably a learning problem that should be looked into more closely. The following are suggestions on how to do this.

Interview learners: This can provide a variety of useful information, such as educational and language history and social background, the learner's strengths, and the learner's perception on the nature of the suspected problem.

Collect information about the learner's work: Portfolio assessment, where measurements of learner progress in reading and writing are considered along with attendance data, writing samples, autobiographical information, and work on class assignments, can provide a broad picture of the learner's performance.

Use visual screening and routine hearing tests: What appears to be a learning disability may be due in part to developmental visual problems or correctable auditory problems.

Instructional Methods and Materials

Educators of learning disabled children and adults give the following suggestions for providing instruction:

● Be highly structured and predictable.

● Teach small amounts of material at one time in sequential steps.

● Include opportunities to use several senses and learning strategies.

● Provide multisensory reviews.

● Recognize and build on learners' strengths and prior knowledge.

● Simplify language but not content.

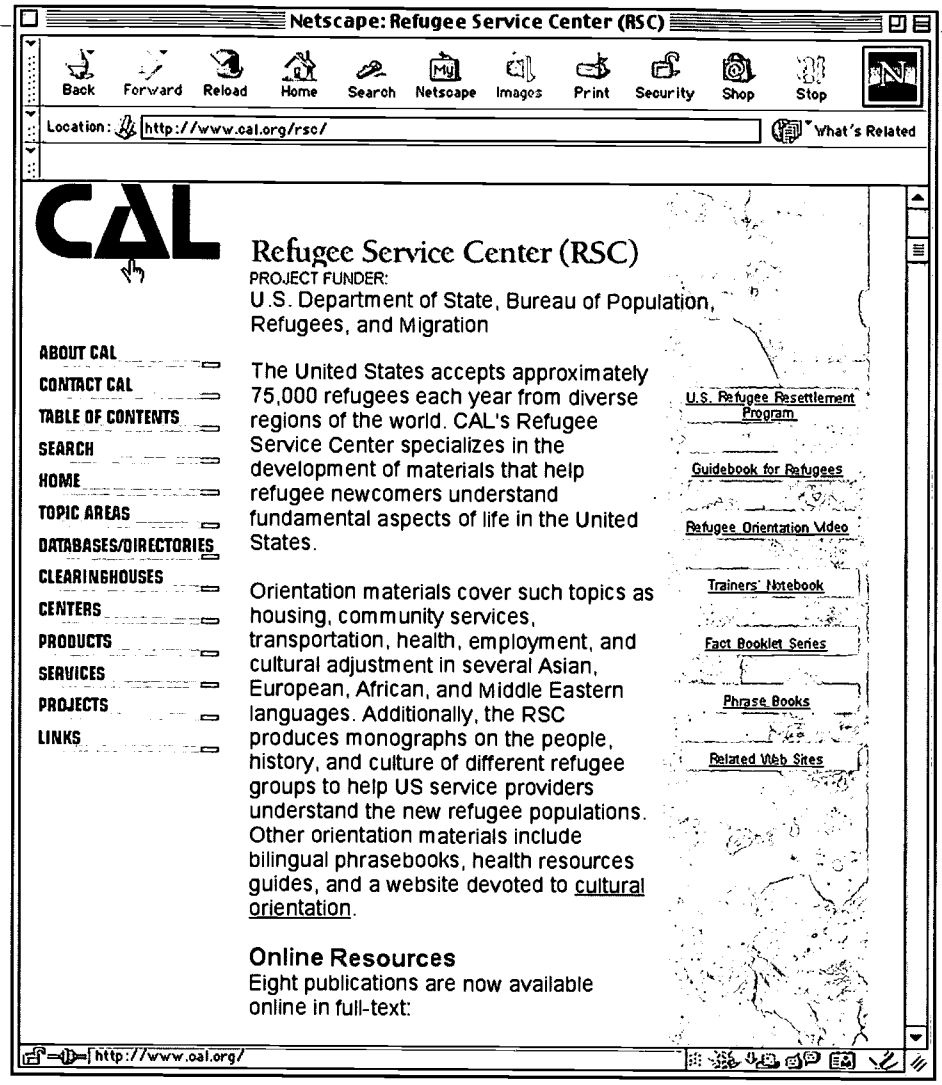
●Emphasize content words and make concepts accessible through the use of pictures, charts, maps, etc.

● Reinforce main ideas and concepts through rephrasing rather than through verbatim repetition.

● Be aware that learners often can take in information, but may experience difficulty retrieving it and sorting it appropriately.

● Provide a clean, uncluttered, quiet, and well-lit learning environment.

Technology has potential for assisting adult learners with learning disabilities to acquire a second language; computers have proven to be particularly useful. In fact, adult ESL learners who have had limited success in learning English report that working one-on-one in the computer lab with a teacher seems more comfortable and productive than being one of many students in a crowded classroom. Using assistive technology can build self-esteem as well as provide immediate feedback, two things all adult language learners can benefit from.



Resource Gold Mine

Where can you find information on adults learning English as a second language? How can you help prepare adult immigrants to be successful in the United States? Are you trying to get your program in compliance with the National Reporting System of the U.S. Department of Education? Do you need to assess the speaking and listening skills of your adult learners? The Center for Applied Linguistics (CAL), a non-profit organization in Washington, DC, can help you.

CAL's mission is to improve communication through better understanding of language and culture. Three of its projects directly address this goal as it pertains to adult English language learners. They are the National Center for ESL Literacy Education (NCLE), the Refugee Service Center (RSC), and the Basic English Skills Test (BEST).

NCLE: A Resource for ESL Practitioners

What is NCLE?

NCLE—pronounced like the five-cent coin—is the National Center for ESL Literacy Education. As the only national center that focuses on literacy education for adults and out-of-school youth learning English as a second language, NCLE's mission is to provide ➡

This article was excerpted from the NLCE digest available on the Web at www.cal.org/ncle/digests/ld2.htm. For more information about working with adult English language learners with learning disabilities, visit the NCLE Website at http://www.cal.org/ncle/ResLD.htm

Robin Schwarz, American University, Washington, DC and Lynda Terrill, National Center for ESL Literacy Education (NCLE).

BEST COPY AVAILABLE

Teachers College ~ Columbia University

The *TC* TESOL Certificate Program

July 5 - August 15, 2001
New York, New York

- Update your knowledge of educational linguistics
- Link second language acquisition theory to practice
- Explore teaching methods, materials, and technologies
- Relate learner-oriented assessment to instruction
- Elect flexible modules appropriate to your teaching interests
- Interact with American and international colleagues
- Immerse yourself in the New York City cultural experience
- Connect to the Teachers College network around the world

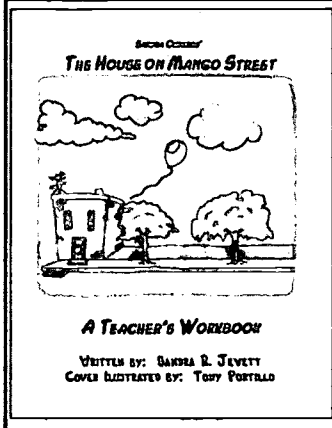
Teachers College TESOL Certificate Program Columbia University

Contact:
Diane Pinkley, Director
The *TC* TESOL Certificate Program
219 Main Hall, Box 66
Teachers College, Columbia University
525 W. 120th Street
New York City, New York 10027

~ telephone: (212) 678-3713 ~ fax: (212) 678-3428

www.tc.columbia.edu/~academic/tesol/certificateprogram.htm

House on Mango Street Workbook



"A unique Reproducible Workbook for one of the Most Popular Contemporary novels with a Latina point of view."

A Miller Educational Exclusive, this engaging 91 page teacher's reproducible workbook is filled with activities that are integrated across the curriculum. Activities include cooperative learning, games, history, and the arts.

70002 **$16.95**

Also a treasure of original **transitional novels** with a tape for each, is now available. ***These Take Ten Books*** and ***Standing Tall Mysteries*** are written at 3rd to 4th grade levels for young adults and are ideal for intermediate ESL Learners.

Call or write for our Catalog.
Miller Educational Materials, Inc.
7300 Artesia Blvd. Buena Park CA 90621
(800) 636-4375 FAX (714) 562-0232

FULBRIGHT TEACHER and ADMINISTRATOR EXCHANGE

Opportunities for educators at the elementary, secondary, two-year and four-year college levels to:

- Exchange classrooms with teachers from other countries.
- Participate in a six-week administrative exchange.
- Attend a classics seminar in Italy.

TO QUALIFY YOU MUST:

- Be a U.S. citizen.
- Be fluent in English.
- Have a Bachelor's degree or higher.
- Be in at least your third year of full-time employment.
- Hold a current full-time teaching or administrative position.

Underrepresented groups are encouraged to apply.

For more information and an application contact:
The Fulbright Teacher and Administrator Exchange
Attention: A.L.R.
600 Maryland Avenue SW, Suite 320
Washington DC 20024
(800)726-0479 • fulbright@grad.usda.gov
www.grad.usda.gov/info_for/fulbright.cfm

Applications must be post-marked by October 15, 2001

Note: Foreign nationals should contact the U.S Embassy or Fulbright Commission in their country.

~Sponsored by the United States Department of State~

"Teach Where You Make a Difference"

Los Angeles County Office of Education
9300 Imperial Highway, Downey, CA 90242

We have teacher vacancies available serving wards of the court, at-risk students, and students who are severely handicapped.

The Los Angeles County Office of Education is committed to the policy that all persons have equal access to employment, facilities and programs, regardless of race, color, creed, religion, sex, sexual orientation, age, disability, national origin, veteran or marital status.

Phone: (562) 803-8577 or 1-800-875-2929
Internet web site: www.lacoe.edu

An Equal Opportunity Employer

practitioners and others with technical assistance and timely information on how adults learn English as a second language. NCLE is funded by the U.S. Department of Education, Office of Vocational and Adult Education.

How does NCLE help practitioners?

NCLE offers free publications:

- ERIC Digests and Q & A's—concise overviews of current topics such as Finding and Evaluating ESL Resources on the World Wide Web; Integrating Employment Skills into Adult ESL Instruction; Civics Education for Adult English Language learners; Teaching Low-Level Adult ESL Learners.
- Minibibs—annotated bibliographies of resource materials from the ERIC database
- NCLEnotes—twice-yearly newsletter reporting on ESL literacy news and resources

Practitioners, researchers, and policymakers contact NCLE through phone or e-mail with questions about populations, programs, inst-ructional approaches, and resources.

NCLE staff facilitate the National Institute for Literacy's electronic listserv, NIFL-ESL, for those interested in on-line discussions about the field of adult ESL instruction. With 899 participants, it is the largest of the NIFL-sponsored electronic lists.

NCLE collects, evaluates, and abstracts documents about adult ESL literacy and native language literacy education for the ERIC database.

Is NCLE on the World Wide Web?

NCLE has a contact-rich Website. Seventy-four full-text ERIC digests and Q & A's can be found on NCLE's home page at http://www.cal.org/ncle. The Website also includes features such as resource collections; frequently asked questions (FAQs) about the field of adult ESL literacy education; and peer-reviewed, annotated links to other Websites of interest to practitioners.

The Refugee Service Center

CAL has been serving refugees and their teachers and other service providers since 1975—shortly after the fall of Saigon when the United States was about to receive an influx of refugees from Vietnam, Laos, and Cambodia.

What services does RSC provide?

The United States accepts about 75,000 refugees annually from countries in Asia, Europe, Africa, and the Middle East. Funded by the U.S. Department of State, Bureau for Population, Refugees, and Migration (PRM), CAL's Refugee Service Center (RSC) specializes in the development of materials that help refugee newcomers understand fundamental aspects of life in the United States. Orientation materials including videos and accompanying manuals cover such topics as housing, transportation, community services, health, and cultural adjustment. Many of these materials are available in the refugee's native language. One of them, *Welcome to the United States: A Guidebook for Refugees* is given to all refugees overseas after they have been approved for resettlement to the United States. Other orientation materials include bilingual phrasebooks, health resources guides, and a Website focused on cultural orientation at http://www.culturalorientation.net/. For service providers, the RSC produces monographs on the people, history and culture of different refugee groups.

Does RSC have a Website?

Many of the resources are available online at http://www.cal.org/rsc/

The BEST

Another of CAL's projects, the Basic English Skills Test (BEST) also had its genesis from work done to assist refugees and their service providers. The BEST was developed during the early 1980s by the Center for Applied Linguistics (CAL) as a means of assessing the English language proficiency of immigrants and refugees who were entering the United States at that time. It contains two parts, an oral interview section and a literacy section.

What are the strengths of the BEST?

This test was original in that it made use of authentic survival language situations, such as asking for directions, counting money, and telling time. In addition, it discriminated well at lower English proficiency levels. Because it did not require examines to have reading skills, the oral interview section was a true listening/speaking assessment instrument.

For the past 15 years, the BEST has served the field well as a standardized way of assessing oral and literacy skills in many adult English as a Second Language (ESL) programs nationwide. However, CAL and the Office of Vocational and Adult Education (U. S. Department of Education) recognize that certain aspects of the oral section of the test could be improved. The OVAE is funding the production of the revised BEST—a computer-assisted test.

How does the computer-assisted BEST differ from the original BEST?

The new oral BEST will still be a face-to-face oral interview. The test administrator will enter the examinee's score on each question directly into a computer program, which will then select the next question, taking into account the examinee's scores on previous questions. CAL will also produce an updated print-based version of the test.

> "This test was original in that it made use of authentic survival language situations, such as asking for directions, counting money, and telling time."

This new adaptive test will be designed to allow learners to show what they can do with the language in a shorter time frame and will discriminate well at a full range of proficiency levels. It will be sensitive enough to measure incremental progress over shorter periods of time and will contain enough items so that students will not be able to memorize the test. The improved BEST will better meet the needs of the students, the programs, and the government that funds those programs. The assessment will be in accordance with the requirements of the National Reporting System and with the needs of local programs to provide data on learner progress and achievement for comparison across programs within and across states. The test and accompanying training materials will be ready for distribution by September 30, 2002.

Miriam Burt, Associate Director, National Center for ESL Literacy Education. For more information about these projects contact: **The Center for Applied Linguistics**
4646 40th Street NW, Washington, DC 20016
(202) 362-0700 (202) 363-7240
www.cal.org or info@cal.org

BEST COPY AVAILABLE

Carole Poppleton explores the many creative possibilities of incorporating song lyrics and music into the ESL classroom.

I'm often amazed at how well I can recall song lyrics even though it may have been years since I had heard the tune played. Driving in my car, a Bob Dylan "story", such as *Tangled Up and Blue*, a folksy ballad I listened to frequently in high school almost 20 years ago, comes on the radio and I can remember every word, beat and instrumental solo. As I listen and inevitably sing along, I am again enraptured in the story, the verbal weaving of words and rhythms that create for me images and evoke emotions. I am again part of the story, a listener seated happily around the bard's table, allowing my mind to visualize characters, intuit dialogue and interpret meaning. The vehicle of music serves as a mnemonic tool (just ask anyone who still "sings" ➡



Musician, poet and balladeer Bob Dylan

BEST COPY AVAILABLE



her ABCs or can recite *Frere Jacques* from a French course taken in childhood!) to increase our capacity for recall. It, together with beat, rhythm, rhyme and repetition help us tap into memory and to interpret meaning.

It occurred to me that one reason I love Dylan's songs so much and many others of his era like Joni Mitchell, Crosby, Stills, Nash and Young, and Woodie Guthrie, is because his songs so often tell stories. His narrative-style lyrics helped me, as a young student of language and literature, to understand the nature of story: the role of characters and motivation; plot development; the writer's ability to include just the right amount of details so that the listener could form an image to accompany the auditory; the purpose of introductions and conclusions; and the sequencing of events. What I like best about these kinds of songs—I suppose some might call them folk ballads—was that I could lose myself in the poetry of the language, the fictitious world of the story that the lyrics created, and I could "play" the narrative over in my mind with the help of the music that accompanied it.

Narrative, ESL Students & Learning Styles

"Narrative" means to tell a story—to narrate events. The lyrics from this style of song are poems, and anyone who has ever read the lyrics, sans music, will recognize this fact. However, song lyrics give us as teachers, and especially as teachers of ESL students, an added benefit. Along with using these talk-stories to study the rhetorical narrative, we can also explore poetic devices, examine the structure of the language, use the songs as listening exercises and help our students to increase their understanding of plot development through interpreting the lyrics, and—if the skills level of the class is high enough—encourage critical thinking by moving beyond the specific text. Poetry is meant to be heard, to hold the listener's attention not only through the content of what is being said but also through the style of how it is being said. These kinds of narrative songs are wonderful methods to introduce elements of style in writing. Using a song's lyrics allows us to expose our students to the power of poetry—both the sound and the story—by using a multi-sensory approach, and with the added bonus of listening to music, these kinds of literary explorations are guaranteed to hold your students' attention.

As most trained educators realize, our students learn in a variety of diverse and individualized ways. It is our responsibility as teachers to discover which methods work best with each student, and the easiest and most successful way to do this is to offer instructional methods that utilize a variety of learning styles. Working with songs and lyrics lends itself beautifully to encompassing diverse learning styles because one is able to include learning activities for students who may be auditory, visual or kinesthetic learners. This kind of lesson plan also taps into Howard Gardner's *Multiple Intelligence* learning styles as it encourages active participation for learners who are highly Linguistic, Spatial, and/or Musical, not to mention the in-class discussion groups and the out-of-class individual projects that cater to learners who are highly Interpersonal and Intrapersonal.

Besides using the songs as concrete examples of poetry, we can also encourage creativity from our students by allowing them to work with the songs and lyrics in a variety of ways. This kind of classroom lesson plan works to; 1) teach the elements of poetry (focusing on meter, rhyme, controlled verse or free verse); 2) teach narrative or creative writing in order to encourage students to generate their own stories; 3) introduce a thematic topic that the class will be studying. The following example using a song by Tracy Chapman will illustrate the kinds of learning and lessons that are possible when you incorporate music and songs into the English language classroom. Of course, the first step in this language exploration is to choose a good narrative-style song by an artist whose language (poetic style) is accessible to the level of students with whom you are working. I tend to opt for artists whose style is slower paced, whose words take precedence over the music being played and who articulate their words clearly. Tracy Chapman is just such an artist. Her 1988 bal-

BEST COPY AVAILABLE





Bob Dylan, "The Boss" Bruce Springsteen and Joni Mitchell.

Song Suggestions for Lesson Plans

Most artists are the subjects of multiple web pages and most lyrics are printed in these web pages. Some other possible narrative-style songs that would work well with this type of lesson plan are:

Woodie Guthrie, *The Ballad of Tom Joad* (lyrical story of Steinbeck's *The Grapes of Wrath*, deals with depression-era America, poverty, social prejudice and inequality)
Bruce Springsteen, *The Ghost of Tom Joad* (still referring to Steinbeck's character, this song takes the Guthrie song and makes social commentary, creation of historical/societal myth)
Bruce Springsteen, *Born to Run* (teenage angst, escapism, stereotypes of male & female, American Dream)
Bob Dylan, *Lily, Rosemary and the Jack of Hearts* (fun tale about a bank robbery, gambling, conspiracy, etc.)
Natalie Merchant & 10,000 Maniacs, *What's the Matter Here?* (child abuse, social and familial responsibility)
Suzanne Vega, *My Name is Luca* (child abuse, social and familial responsibility)

"What I like best about these kinds of songs was that I could lose myself in the poetry of the language, the fictitious world of the story that the lyrics created."

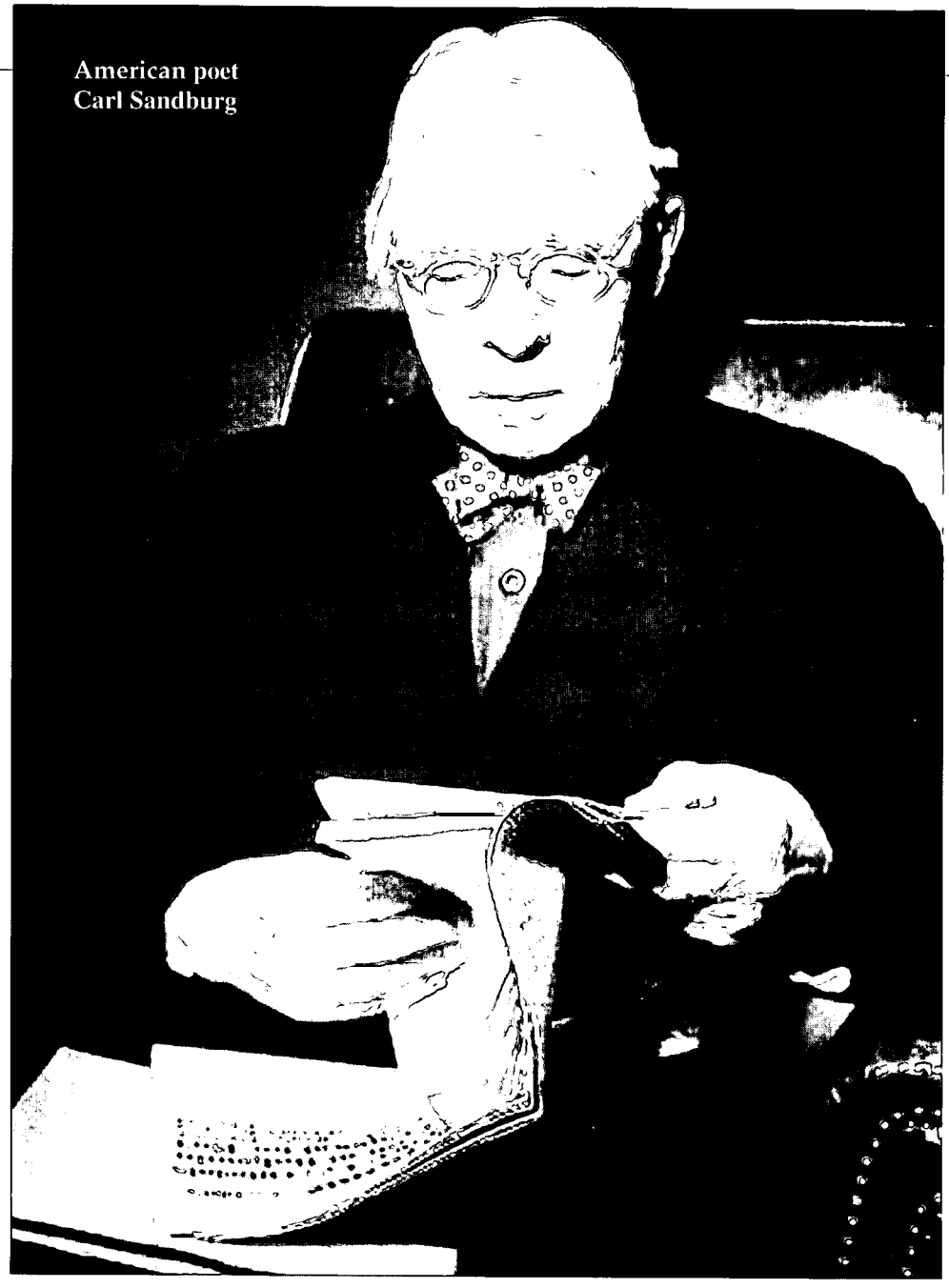
lad *Fast Car* (EMI April Music Inc./Purple Rabbit Music) was a huge success when it was released, and it is often anthologized since it is such a good example of music-as-poetry. "Fast Car" employs clear and direct language, poetic techniques and concise verbal images; Chapman couples her talent for writing lyrics with a hypnotic tune that evokes a melancholy mood and tone.

Possible Methods to Employ When using Song Lyrics to Enhance Language Instruction

I. Bring a copy of Chapman's song to class and play it for the students. As with any listening exercise, you may want to give students several opportunities to listen to the tape or CD, concentrating solely on what they hear. Next, encourage students to take notes, jot down key words and phrases, etc. Afterwards, as a class or in small groups discuss what was gleaned from the listening exercise. Work with students to reconstruct the story based only on the listening. This can help you assess how much was comprehended auditorily and will encourage students to reconstruct the story and utilize sequencing techniques in order to do so.

II. Give a copy of Chapman's lyrics to the students and do one or two dramatic readings. Have students look over the text for unfamiliar words and define any terms if needed. Next, ask students to "retell" the story in their own words; this summation can be done orally or in writing. Oftentimes students will want to interject their own feelings into a summary, or they will want to express sympathy for the characters. At this stage of the lesson, I urge students to stay as true to the factual evidence as possible; they should strive to produce a clear and concise summary only.

III. Have students generate a visual response, which can be done as homework. I ask them to create a visual response to the poem by asking the following kinds of questions: Who is telling us the story (speaker)? Where and when does the story take place (can we locate ourselves in place and time)? What is happening in the story (plot)? What thoughts and/or emotions are expressed in the poem (looking at mood and tone)? What thoughts and/or emotions does ➡


American poet
Carl Sandburg

the poem conjure for the listener/reader (how does the work affect us)? Students can either respond to the poem in its entirety or to a specific scene that is memorable to them. The visual could take the form of a storyboard (an excellent tool for teaching narrative), a picture that renders a concrete visual reference or it could be the creation of something more abstract: an artifact that tries to show the feeling of entrapment or freedom, for example (how does it "feel" to escape a dull day in a fast car?) These visual responses could be done individually or in small groups; for those who feel totally uncomfortable creating a visual, you could allow them to cut out appropriate images from magazines and/or to build a collage. Once the visuals have been rendered, place them on the walls of the classroom and hold an open discussion. The class should respond to each piece of art first and then the artist should try to explain the artistic choices (concepts) he or she made.

IV. Still working with the song's lyrics, have students answer specific questions pertaining to the story being told. These kinds of questions should first reference the text (to assess for comprehension) and then move beyond it to cultivate critical thinking skills. For example:

1. What do we know about the speaker's family relationships? Her education?

2. Where does the speaker work at the start of the story? At the end?

3. Where does the speaker hope to move? With whom? Why?

4. What does driving in a fast car feel like to the speaker (simile)?

5. What happens to the speaker's relationship once she leaves her family home?

6. What are her hopes and dreams for the future?

7. What does the "fast car" represent for the speaker?

8. What cultural or social issues does this song address?

9. How does someone break the cycle of poverty?

10. What do these lyrics suggest about the role of women in society? Could the events of this story "happen" to someone in your native culture?

V. If possible, obtain a copy of Chapman's video to "Fast Car." Watching a music video opens up another line of questioning pertaining to artistic choices. Students can compare the video's visual narration to their own; they can analyze the director's choices in characters (actors), lighting, format, images chosen, etc.

VI. Using music and lyrics as methods to teach language lends itself to a plethora of extension activities. Depending on the time you wish to devote to the lesson and the level of your students' language and artistic abilities, you may want to entertain the following possibilities:

a. Have teams of students create their own video response to a narrative song.

b. Have students bring in examples of ballads or narrative-style songs from their native cultures. They can play the music and explain the chain of events for the rest of the class. Students can discuss how the music correlates to the storyline.

c. Students can become characters from the songs. They can write out a short skit or dialogue to role play the course of events or another scene that they have written in response to the plot.

d. Have students rewrite the ending to the story.

e. Have students write their own lyrical ballad or find alternate examples in the music that they listen to on a daily basis.

The possibilities for using music and lyrics in the classroom are limitless.

Sources:

Armstron, Thomas. Multiple Intelligence Learning Styles. 6 November 2000 <www.dalton.Issu.edu/unsem/mistyles.htm>

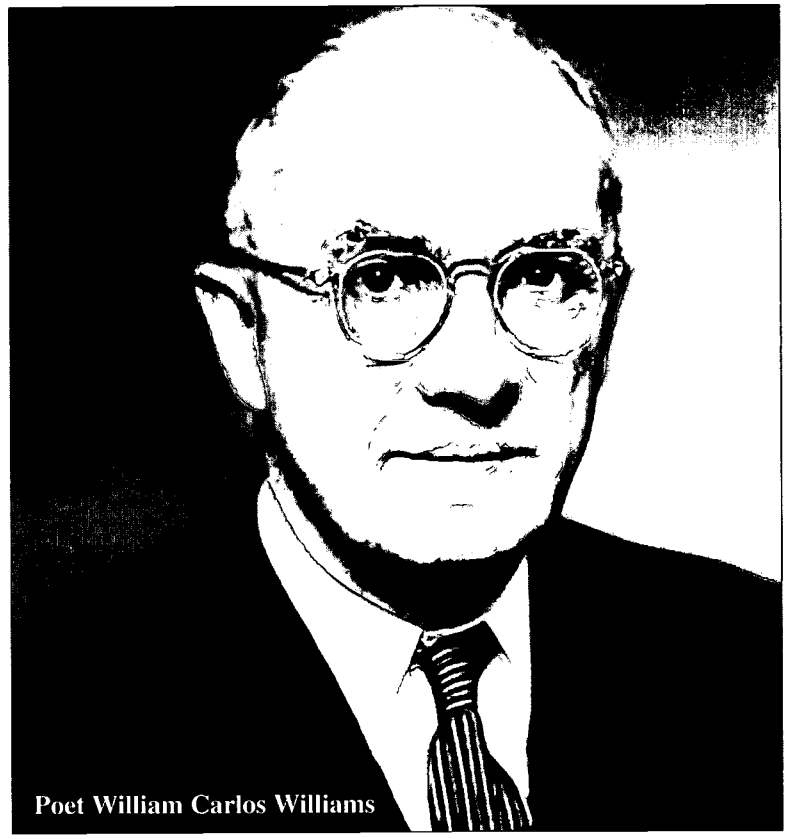
Campbell, Cherry. *Teaching Second-Language Writing: Interacting with Text.* New York: Heinle & Heinle Publishers, 1998.

Whiteson, Valerie. Editor. *New Ways of Using Drama and Literature in Language Teaching.* Alexandria, VA: TESOL, Inc., 1996.

Carole Allen Poppleton teaches at the Maryland Institute, College of Art.

Poems in the Classroom

Joy Kreeft Peyton and **Pat Rigg**
examine the use of poetry with adult English language learners.


Poet William Carlos Williams

Poetry provides adults with learning opportunities in language, content, and community building and can be used in adult English as a second language (ESL) classes with all learners, even those with limited literacy and proficiency in English. Poetic themes are often universal, at the same time giving insights into individuals' cultures, beliefs, and practices. When teachers and learners read and write poetry together, they connect with texts and with one another in powerful ways.

Selecting Poetry

Choosing poems related to a single theme can build a knowledge base and vocabulary focused on a specific topic. The poetry collection *Paperwork*, edited by Tom Wayman, contains hundreds of poems about daily work, written from workers' perspectives. Topics include outdoor work and office work, paid and unpaid work, as well as transitions such as retirement, unemployment, and looking for work. The following excerpt from this book comes from *Margaret's Party* by Joni Miller:

> Today everyone quits working
> Ten minutes early and scuttles down to the lunchroom.
>
> Margaret is retiring
> 25 years of service.... (and so on)

Poetry collections that explore the themes of community life and family life are *Pocket Poems: Selected for a Journey; Words on the Page, The World in Your Hand* (written, selected, and adapted by contemporary writers for adults in literacy programs); and *Waltzing on Water: Poetry by Women*. Well-known American poets Carl Sandburg (e.g., *Harvest Poems*), William Carlos Williams (e.g., *The William Carlos Williams Reader*), and Langston Hughes (e.g., *The Dream Keeper and Other Poems*) have written poetry rooted in the commonplace and focused on everyday themes and people. Their poems provide glimpses into U.S. history and culture, and use colloquial language with simple, eloquent repetition.

Everyday language is easier to read and understand than literary language and is used in some of the most beautiful poetry. Predictable language patterns, repeated language (words, phrases, or lines), and identifiable rhythm make poetry easy to read. Because rhyme can result in strange diction or unnatural syntax, rhymed poetry should be examined carefully before being used with adult English language learners.

Types of Poems

Another way to approach the reading and writing of poetry is to focus on different types of poems.

Object poems can be written about things easily brought to class, following the style of the well-known poem by William Carlos Williams *This is just to say* (about plums: see below).

Alphabet poems involve writing letters down the side of a page to spell one or more words (such as one's name) and using those letters as the initial letter of a word or more for each line:

Me	Newcomer
Young	Aunt
	Mother
	English learner

List poems are similar to alphabet poems, except that instead of relying on the alphabetic structure, they describe something by compiling a long or short list of words related to the person or thing:

> Children:
> Running, laughing, and shouting
> Small and wiry (and so on)

Learners write a group poem by listing items related to a theme and then rearranging them into a poetic style.

Learners can be shown how to find poems in their environment (found poems). Poetic elements can be found in conversations or in notes, shopping lists, or letters. William Carlos Williams' *This is just to say* (I have eaten/the plums/that were in/the icebox....), originally written as a note left for his wife, is an example of a found ➡

poem as well as an object poem. When poems written as conversations are read aloud, they provide opportunities to consider and develop (in new poems) multiple perspectives on a wide range of topics. Paul Fleischman's "Honeybees" (in *Joyful Noise*) can be included in a theme-based study of poems about work.

Being a bee	Being a bee
	Is a joy
Is a pain	
	I'm a queen
I'm a worker	
I'll gladly explain.	I'll gladly explain.
	...(and so on)

With "Margaret's Party, " discussed above (or any poem), the class might go through the following process.

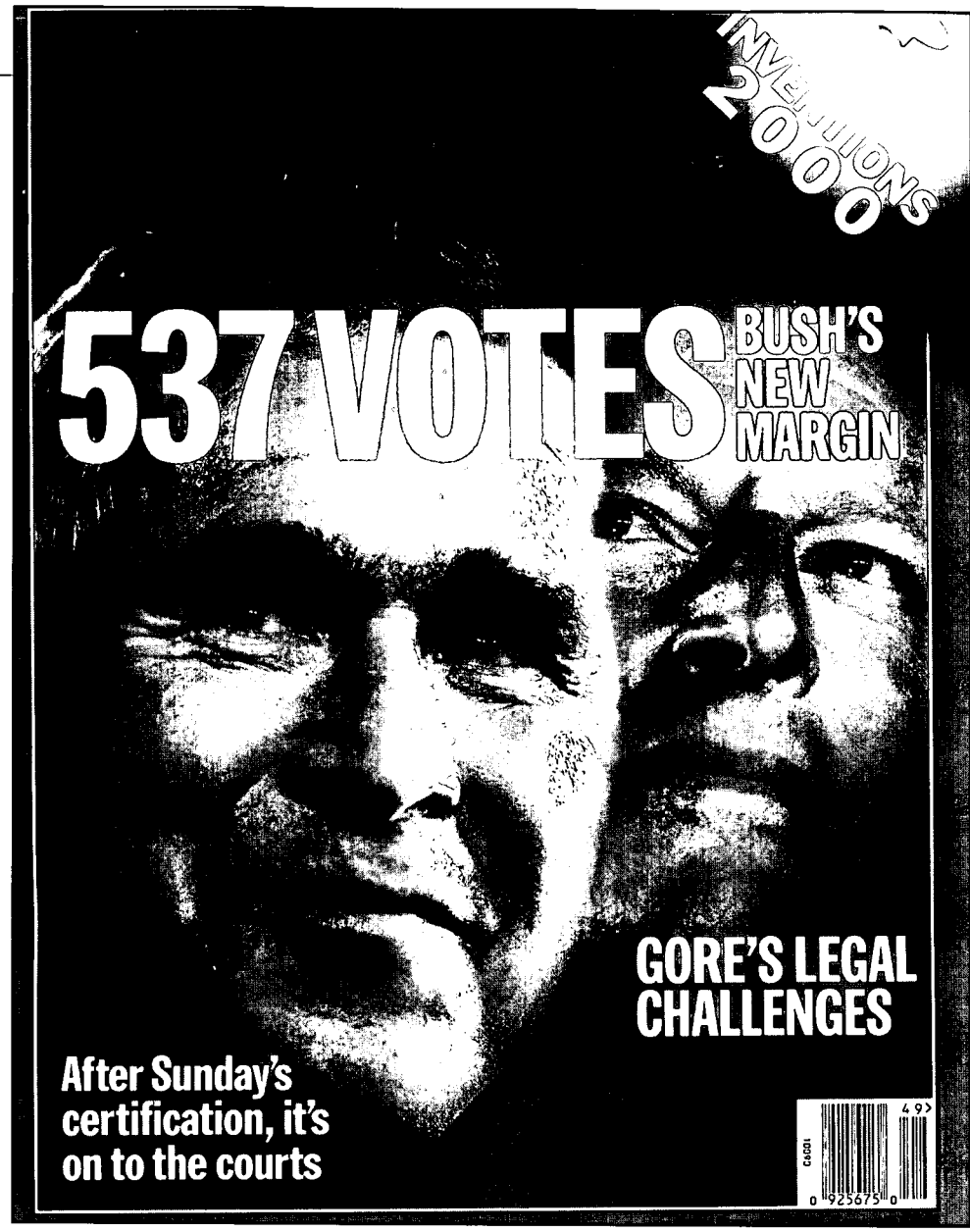
The class talks about work, how they feel about their jobs, and brainstorms vocabulary. They look at pictures of people at work and talk about how these people feel.

The teacher reads the poem aloud a couple of times and then passes out a print version for learners to read and discuss.

The teacher shares with the class a poem that the teacher has written about work and talks about the process of creating the poem.

Learners begin to write their own poems. They think about their first job or their worst job, telling their stories in pairs or small groups and then jotting notes to begin to craft a poem. They may want to spend some time writing alone, but they can share their ideas or their developing or finished texts with others at any time. For adult language learners, this process of group writing can be especially useful: The group discussions generate the vocabulary and structures needed to write in the second language, and the learners develop the teamwork skills needed in today's world.

When appropriate, the class can focus on specific aspects of poetic craft as well as on language and poetic structures.



Poetry Collections Cited

Fleischman, P. (1988). *Joyful noise: Poems for two voices.* New York: HarperTrophy.

Hughes, L. (1959). *The dream keeper and other poems.* New York: Alfred A. Knopf.

Janeczko, P. (Ed.). (1985). *Pocket poems: Selected for a journey.* New York: Bradbury.

Lipkin, C., & Solotaroff, V. (Eds.). (1990). *Words on the page, the world in your hand.* New York: HarperCollins.

Mazer, N.F., & Lewis, M. (Eds.). (1989). *Waltzing on water: Poetry by women.* New York: Dell.

Sandburg, C. (1960). *Harvest poems 1910-1960.* New York: Harcourt Brace Jovanovich.

Wayman, T. (Ed.). (1991). *Paperwork: Contemporary poems from the job.* Madeira Park, BC, Canada: Harbour.

Williams, W.C. (1966). *The William Carlos Williams reader.* New York: New Directions.

Joy Kreeft Peyton, Center for Applied Linguistics and Pat Rigg, American Language and Literacy. This article is adapted from the digest "Poetry in the Adult ESL Classroom" by Joy Peyton and Pat Rigg, published December 1999. It can be downloaded from the World Wide Web at http://www.cal.org/ncle/DIGESTS/Poetry.htm , or from the National Center for ESL Literacy Education (NCLE) by phone (202) 362-0700, extension 200, or by email ncle@cal.org

Time and *Newsweek* have been favorite sources of teaching material at advanced levels for several reasons: these magazines are easily available all over the world and they can be taken to class as examples of "authentic" English because they are written by native speakers for native speakers.

The lesson will focus on meaning rather than on form, which is the best way to promote language acquisition, according to authors like Prahbu (1987) or Nunan (1989). Students will find these texts especially motivating because they will learn something new about the modern world while practicing English: the lessons will have signification, relevance and the perceived value of the activities will increase (Williams and Burden: 1997).

But teachers have a decisive role to play as "mediators" (Williams and Burden: 1997) to help students cope with the challenge of reading these texts. First of all, we have to be

News of the World

J. Ignacio Bermejo discusses teaching ESL students how to read *Time* and *Newsweek* in the classroom.

aware of the "house style" of these publications. Then, we have to design lesson plans, which train students to deal with the peculiarities of this style, those that hinder and those that facilitate reading comprehension. In other words, we have to teach how to read *Time* and *Newsweek* as particular examples of authentic journalistic style.

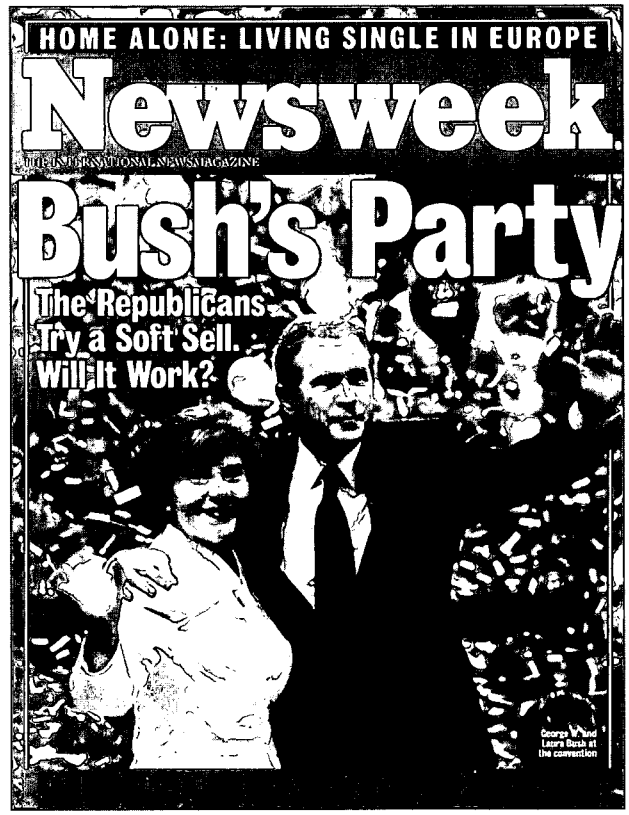
Tackling Lexical Complexity in *Time* and *Newsweek*

The first area where both native and non-native readers need help when reading *Time* and *Newsweek* stories is vocabulary. The choice of vocabulary in these magazines has been described as "whimsical" (Hughes: 1992), and Nigel Ross (1995) has pointed out that their stories often mix together all types of register. In the story "CASE Study" (*Newsweek*, January 24, 2000), there coexist high register expressions (abundance, rancor, nascent, succinctly, mentor, when need be), technical words (gyroscope, venture capital, CEO, synergy), recent coinages (digerati), informal language (bucks, cocky, to flop, clunky, cool, cheesy), colloquialisms (schmoozing, hobnob, jittery), buzz words and popular constructions (low tech, overarching, overextended, overeager), slang (geeky, techie) or even words the journalists themselves have made up (nonflashy, techno-zillionaires). And it is not unusual to come across literary terms, archaisms or foreign borrowings in other stories ("Plus Ça Change", *Time* February 7, 2000).

The idea behind this linguistic exhibition is to create a distinctive house style which is dynamic or "racy" (Ross: 1995, 16), where the references to pop culture and buzz words bring freshness and vitality, the technical words underline the objectivity and reliability of the information, the literary terms are appreciated by the educated reader, and there is still room for playfulness and some exotic flavor. Students should be aware of this peculiarity and should take it as a stylistic convention, which appeals to an international, educated, often dynamic readership. So, as a cautionary first step, students should be discouraged from underlining every unfamiliar word they come across, because that only focuses their attention on the particular and the unknown; learners should be trained instead to get the message of the story without being dazzled by the impressive display of lexicon. Teachers have to promote a "top-down" comprehension strategy, from the context and general ideas to the specific detail, so that students can guess the meaning of unknown words from contextual clues and can gauge the real dimension individual words with regard to the meaning of the text as a whole.

Using Highlighted Information to Get the Gist of the Story

Journalistic stories offer several ways to grasp the gist of the story: the headline, the first paragraph (lead) that expands the information of the headline, the picture and the caption, the subheadings, the charts and other visual information. In *Time* and *Newsweek* headlines are usually eye-catchers that imitate the technique of advertising gimmicks by engaging the reader in a quick intellectual game based on alliteration ("Hunting the Hackers", *Newsweek* February 21, 2000), rhyme ("Behind the Hack Attack", *Time* February 21, 2000), hints or puns that try to establish a double or sometimes triple channel of communication—a complicity—with the reader at a glance. They very often make a reference to the title of a famous film, song, book, to an idiom or to a common expression, for example, in *Newsweek* January 24, 2000, the cover says "Citizen Case", and in the articles inside you can find "Desperately Seeking a Deal", "Something Old, Something New", "CASE Study". In the issue of February 21, 2000, you almost hear the tune as you stumble over "So Many Causes, So Little *Time*", and in *Time* October 11, 1999, you can read "All the King's Women", "Forgive Us Our Debts", "A Cinema Very Near You", "The Real Thing", "Every Breath You Take", "A Brave New Web", or "Silicon Valet". Memory retrieval and association of ideas is a popular intellectual game among the readers of these American magazines, but our students will probably be confused by these conceptual loops as appetizers, so learners should always read the headline together with the subheading, the caption, the highlighted sentences, the quotations and the visual information, if they want to understand the main idea in the story. The discussion of the full meaning of the headline should be postponed until the end of the class.



The cognitive process of determining the gist of the story will trigger the students' comprehension strategies: students will activate their relevant world knowledge and they will start anticipating the content of the story. The interplay between prior knowledge, new information and predictions will probably create a moment of cognitive uncertainty, so, at this point, a natural communicative task would be to allow students to discuss their guesses in pairs, which, in turn, will be very favorable for the dynamics of the class, as it will introduce a ➡

ERIC BEST COPY AVAILABLE

break of oral interaction in the reading comprehension lesson.

Journalistic Style and Density of Information

Once the oral exchange has built up confidence, students are ready to come down to the text proper, and deal with style problems such as vocabulary. They will probably find a second difficulty: the density of the information. *Time* and *Newsweek* tend to overuse noun phrases to put together sentences that sprawl in several domains, and miss the point in unnecessarily complicated syntax, for example in "Targets of Opportunity" (*Time*, February 21, 2000) we can find this: *European companies, pressed by the bigger-is-better mentality of the new technology-based global economy—not to mention a growing corporate concern for shareholder value—started rushing to the altar in droves, sometimes with a shotgun in view.*

Very often, these noun phrases are woven in long lists, to give detailed descriptions in the shortest possible space, "Ivan the III" (*Time*, February 21, 2000), begins: *When an authority on Russia says the country is going crazy, it evokes images in the West of a nation in political and economic turmoil; of brutal regional warfare; of barons and Mafiosi getting richer while the poor steadily get poorer.*

Finally some journalists are carried away by the tricks of the trade and they compress so much information together that sentences turn into strings of headlines which summarize whole stories in two or three words, as in "Setting their Sails" (*Time*, February 21, 2000): *Competition for the jeweled silver America's Cup is usually as nasty as it comes: rule books ignored, bitter courtroom clashes, moneyed bullies and sore losers.*

Density is one of the factors that increases the complexity of communicative tasks (Skehan, 1998: 99), and is probably the most difficult aspect of *Time* and *Newsweek* style . Students will have to slow down their reading speed at certain points, and will sometimes have to read sentences twice in order to understand it. Nevertheless, the density of these passages can be played down if we draw the students' attention to the general layout of the discourse, because the great advantage of the style of *Time* and *Newsweek* is that the textual organization is very predictable and this can aid in reading these stories faster and more efficiently.

Topic Sentences and Paragraph Structure: When House Style Facilitates Comprehension

The stories in *Time* and *Newsweek*, unlike those in daily or weekly newspapers, are always very neatly organized, ideas are ordered in paragraphs of around 125 words, ranging from 70 to 250 words, with very rare exceptions to this rule. Each paragraph is usually made up of six to 15 sentences, and the structure of those paragraphs is very regular: there is always a topic sentence, usually at the beginning or at the end of the paragraph and the other sentences expand that idea or give examples to support it. The only exception to this, is the first paragraph, which, as opposed to the lead in newspaper stories, does not explain the headline, but tries to personalize the story and bring it closer to the reader by describing a particular scene or an actor in the event.

Teachers have to make active use of the predictability of text organization and topic sentences to help students understand these stories better. Topic sentences can be approached in a communicative class in the following way: after reading and answering some comprehension questions, students can be asked to summarize in pairs several paragraphs in one sentence; then we can compare as a class the paragraph summaries that different pairs have produced. It will dawn on students that the summaries of the paragraphs are written word for word in the paragraphs themselves, which, in turn, will give the teacher an excellent opportunity to point out how useful and how easy spotting topic sentences is, when we need to skim the text quickly and accurately. Later in the course, when students have become familiar with the function and location of topic sentences, a proper skimming task could be undertaken after discussing predictions and before reading the text to answer the comprehension questions.

> "The great advantage of the style of *Time* and *Newsweek* is that the textual organization is very predictable and this can be an invaluable aid in reading these stories."

Conclusion: a Standard Lesson Plan to Read *Time* and *Newsweek* Stories

A standard lesson plan to read *Time* and *Newsweek* stories in the EFL/ESL class could be the following:

- Read the highlighted information (headline, subheadings, caption, look at the pictures and charts).
- Discuss your predictions in pairs and then as a class.
- Skim the text in one or two minutes, to find the backbone of the story, the aspects of the story that are going to be covered. Try to find the topic sentences to do this. When students are not yet familiar with the concept, function and location of topic sentences, stages 3 and 4 can be done after the reading comprehension (6).
- Discuss these summaries in pairs and as a class, if it is necessary.
- Read the story at your own speed.
- Discuss comprehension questions in pairs and as a class.
- Discuss the meaning of unknown words, difficult sentences or the headline in pairs.
- As a follow-up activity, give your opinions about the content of the story.

This lesson can be dynamic, motivating and amusing because it will include a variety of tasks such as reading highlighted information, anticipation, skimming, reading for specific comprehension, vocabulary and syntax analysis, discussions. The lesson will encourage natural, meaningful communication and student interaction in the EFL classroom because learners will have to think and use English to solve the tasks. But teachers have to play a decisive role as mediators in this learning experience.

References:

Bell, A. 1991. *The Language of News Media.* Oxford: Blackwell. English Language, Oxford, Oxford University Press

Hughes, G. 1992. "Timespeak" in McArthur, T., *The Oxford Companion to the English Language.* Oxford, Oxford University Press

Newsweek Magazine February 21, 2000.

Newsweek Magazine January 24, 2000.

Nunan, D. 1989. *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Prabhu, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.

Ross, N. 1995. "Coping with *Time* and *Newsweek*", *Modern English Teacher*, vol 1, nº 1: 15-19.

Skehan, P. 1998. *A Cognitive Approach to Language Learning.* Oxford: Oxford University Press.

Time Magazine February 21, 2000.

Time Magazine February 7, 2000.

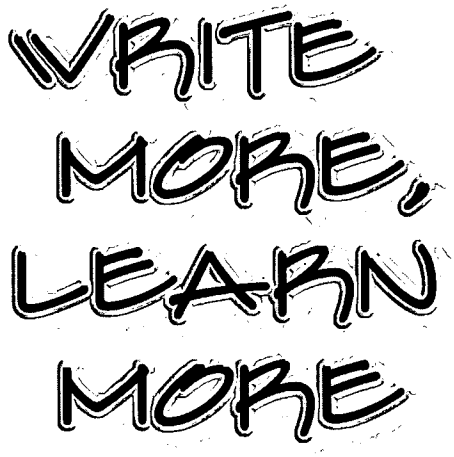
Time Magazine October 11, 1999.

Williams, M. and Burden, R. 1997. *Psychology for Language Teachers. A Social Constructivist Approach.* Cambridge: Cambridge University Press.

J. Ignocio Bermejo, Escuelo Oficiol de Idiomos nº 1, Zorogozo, Spain.

Write More, Learn More is a pre-school-grade 12 descriptive writing curriculum for all teachers. This program presents comprehensive information and a wide variety of detailed assignments for integrating writing into all content areas at all grade levels.

The goals of *Write More, Learn More* are for students to write frequently, write in all subject areas, and learn to write in many forms.



- ***Volume 1: Preschool-Grade 6***
  $45 ($40 PDK members) Product Code: WMLM1
- ***Volume 2: Grades 6-12***
  $45 ($40 PDK members) Product Code: WMLM2

We will bring this training to you!

This effective program is designed to improve student achievement in schools and districts. Just gather your group and we'll bring the training to you.

The learning facilitator, Helen Hollingsworth, will work collaboratively with you to customize the *Write More, Learn More* training to meet your staff's expressed needs. Prior to the training, each participant is asked to complete a needs assessment survey to customize the training to support your state's writing test requirements. The training program also includes optional follow-up consultation. Call 800/766-1156, extension 2500 to schedule a training.

ORDER DIRECT 800/766-1156 or 812/339-1156 or fax your purchase order to 812/339-0018. Orders can be e-mailed to orders@pdkintl.org. Include $3 shipping and handling on orders totaling $3 to $25; $5 on orders totaling $25.01 to $100; and 5% of total order on orders of $100 or more. Indiana residents add 5% sales tax.

Phi Delta Kappa International • Center for Professional Development & Services
P.O. Box 789, Bloomington, IN 47402-0789 • E-mail: cpds@pdkintl.org

Phone for a free catalog of Phi Delta Kappa products, or visit our website at
www.pdkintl.org

Worldwide Teachers Institute of Guadalajara, Mexico

http://www.eltschools.com ***mexico@bostontefl.com***

C.T.E.F.L (Certificate in Teaching English as a Foreign Language)
The Boston TEFL Certificate Method® is a three-week immersion course (150 hours) offered monthly in Guadalajara.

* Limited enrollment
* Global placement guidance
* Supervised teacher training on-site
* Second career persons are welcome
* Features a special module on "Teaching Young Learners"
* No Second Language Necessary
* ACTUAL STUDENTS, NO ROLEPLAYING

We are part of the department of education in Mexico. Therefore, you will receive a diploma form the SEP (Secretaria de Educacion Publica) upon completion of the course. PDP Mass. Dept. of Education. Approved provider (iacet)

Tuition for both courses in Guadalajara includes:
Free airport pick-up
Free Spanish lessons
Free accommodations in a quaint posada (inn)
All materials included
Free breakfast every day at the posada

Apply on line at http://www.eltschools.com or call us at 1-800-875-5564

Cert. T.B.E (Certificate in Teaching Business English) *Sponsored by The American English Language Foundation*
This intensive, one week, 50 hour course, is specially designed for qualified EFL/ESL teachers and offered monthly. This training course is targeted toward developing practical skills and teaching American Business English.

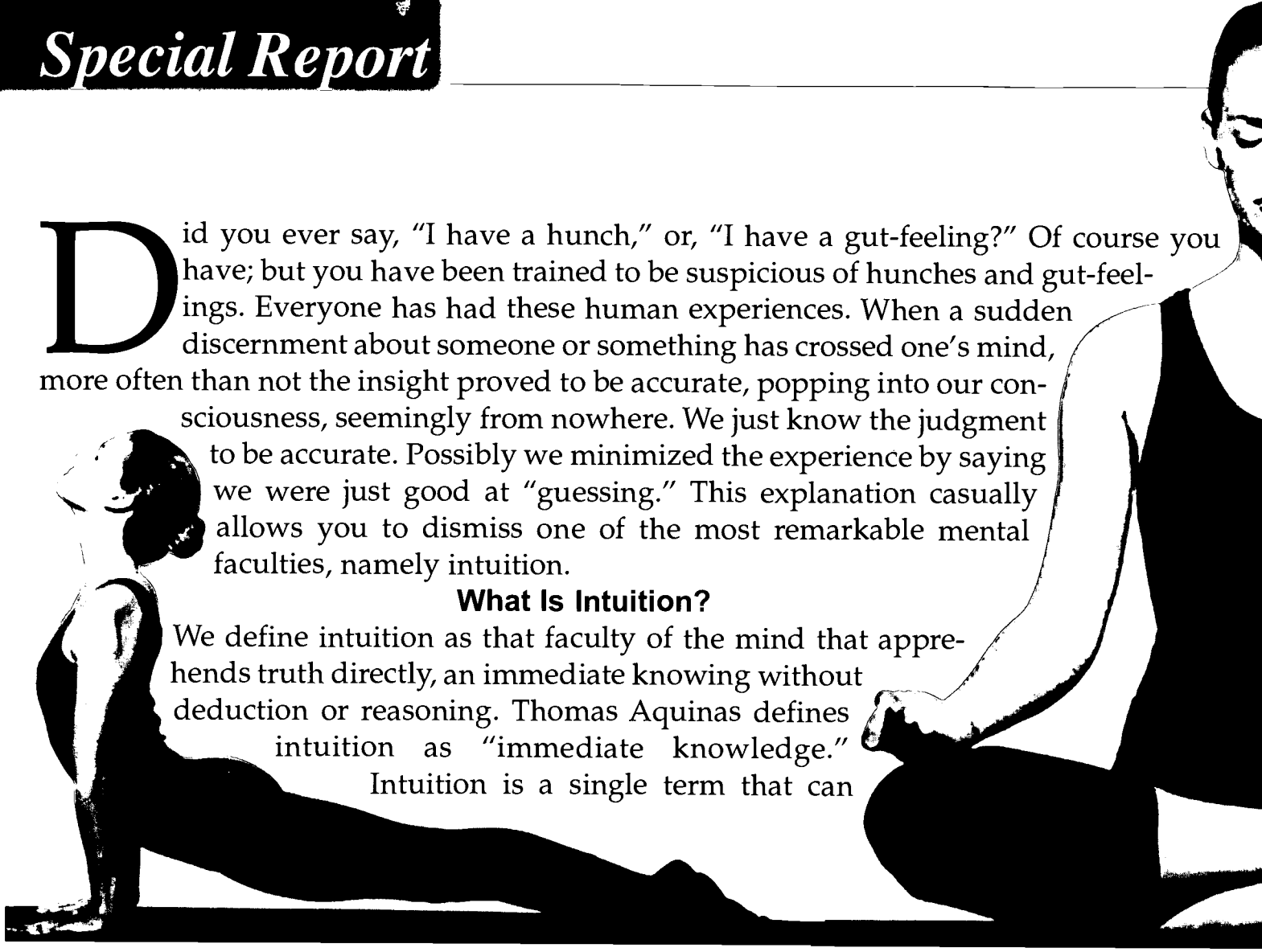
CTSL (Certificate in teaching Spanish language) nuestro programa completamente Nuevo, esta pensado en personas que tienen un alto nivel de fluencia en el idioma de Cervantes y que estan interesadas en enseñarlo tanto en Mexico como en cualquier parte del mundo. Consiste de 150 horas clase y practica. Se incluye en el precio todo el material didactico y textos. Registracion automatica con el departamento de educacion del gobierno de Mexico al terminar el curso (SEP)

Appointed Visiting Scholar at Harvard University, Thomas A. Kane Ph.D. is director of the Boston TEFL Certificate Course.
Dr. Kane's best seller book "Teach American English Around the World,"1999, (214 pages) available through Delta Systems http://www.delta-systems.com

Mansion Magnolia, Madero 636 Col. Centro Guadalajara, Jalisco, Mexico
Tel 011 52 (3) 613 52 26 Fax 614 48 83
http://www.eltschools.com mexico@hostontefl.com

CTEFL/DL Distance Learning Certificate.
Internationally approved programs invite you to become part of the technology revolution. A practical teaching component is required. Th is the only distance learning TEFL course authorized by the Accreditation Council for TESOL Distance Education Courses.
This program is only available from our Boston Institute. They also offer the regular CTEFL and regular Cert. TBE. For further information visit their web site at http://www.bostontefl.com admissions@bostontefl.com

BEST COPY AVAILABLE



Teaching Intuitively: A

Did you ever say, "I have a hunch," or, "I have a gut-feeling?" Of course you have; but you have been trained to be suspicious of hunches and gut-feelings. Everyone has had these human experiences. When a sudden discernment about someone or something has crossed one's mind, more often than not the insight proved to be accurate, popping into our consciousness, seemingly from nowhere. We just know the judgment to be accurate. Possibly we minimized the experience by saying we were just good at "guessing." This explanation casually allows you to dismiss one of the most remarkable mental faculties, namely intuition.

What Is Intuition?

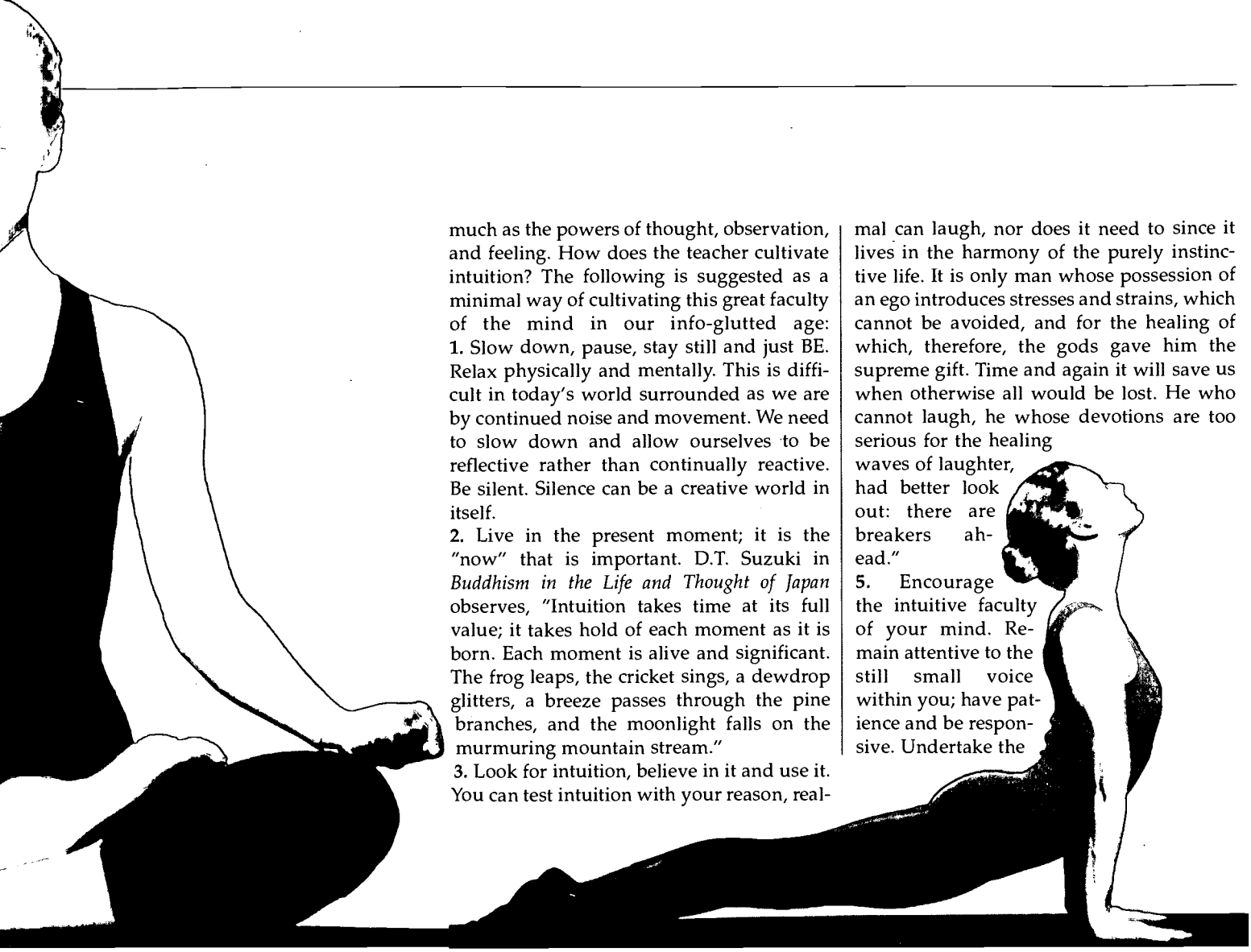
We define intuition as that faculty of the mind that apprehends truth directly, an immediate knowing without deduction or reasoning. Thomas Aquinas defines intuition as "immediate knowledge." Intuition is a single term that can represent scientific genius, poetic insight, ethical conscience, religious faith, and in many ways, strategic decision making. Carl Jung, one of the pioneers in the science of psychology, calls intuition a phenomenon by which a person can see beyond the facts and perceive intangibles in a given situation. Viewing intuition as a dynamic source in life, Jung writes, "My psychological experience has shown time and again that certain contents arise from a psyche that is more complete than consciousness. They often contain a super-analysis, insight or knowledge which consciousness has not been able to produce. We have a suitable word for such occurrences: "intuition."

The Brain

Though it only weighs two and one-half pounds; the human brain stores incalculable amounts of information. Everything that an individual experiences is recorded in the mind. However, the conscious mind can recall only about ten percent of this huge amount of data. The remaining ninety percent lies buried in the unconscious. Under proper conditions, the subconscious can recall things that the person has long since forgotten and push them into consciousness. Henry Ford's revolutionary production theories are largely the product of intuition. Ford wrote that these ideas seemed "self-evident" to him while to his contemporaries they were a radical surprise.

Cultivation Of Intuition

Intuition is often referred to as a special gift of women. We stereotype intuition in the same way we stereotype women: as sentimental. No, intuition is a gift of all persons regardless of sex, and it is no more "sentimental" than any other function of the intellect. Penney Pierce in her excellent 1998 book, *The Intuitive Way: A Guide to Living from Inner Wisdom* asks us, "Do you remember how you feel when you are concentrating on meeting a deadline and worrying about doing a good job? Your brow is furrowed, you are bent to your task, and you are probably ahead of yourself, anxious to achieve the intended goal. This is what I call the masculine mind, the kind of awareness both men and women must use to achieve concrete results. We are in our linear, left-brained masculine mind so often that we have come to identify it as normal. We forget



n Inner Methodology

Often defined as a "feminine" characteristic, intuition can actually play an important part in the development of an effective teacher, argues **Dr. Thomas Kane.**

there is an equally powerful, complementary state of consciousness that is quiet, unhurried, and tension-free: the feminine mind. The feminine mind is not goal-oriented; it simply observes, includes, appreciates, and is present with whatever it notices."

Teaching Intuitively

Louis Pasteur once remarked: "Intuition is given only to the person who has undergone preparation to receive it." Intuition can be ped, but it requires cultivation just as much as the powers of thought, observation, and feeling. How does the teacher cultivate intuition? The following is suggested as a minimal way of cultivating this great faculty of the mind in our info-glutted age:

1. Slow down, pause, stay still and just BE. Relax physically and mentally. This is difficult in today's world surrounded as we are by continued noise and movement. We need to slow down and allow ourselves to be reflective rather than continually reactive. Be silent. Silence can be a creative world in itself.

2. Live in the present moment; it is the "now" that is important. D.T. Suzuki in *Buddhism in the Life and Thought of Japan* observes, "Intuition takes time at its full value; it takes hold of each moment as it is born. Each moment is alive and significant. The frog leaps, the cricket sings, a dewdrop glitters, a breeze passes through the pine branches, and the moonlight falls on the murmuring mountain stream."

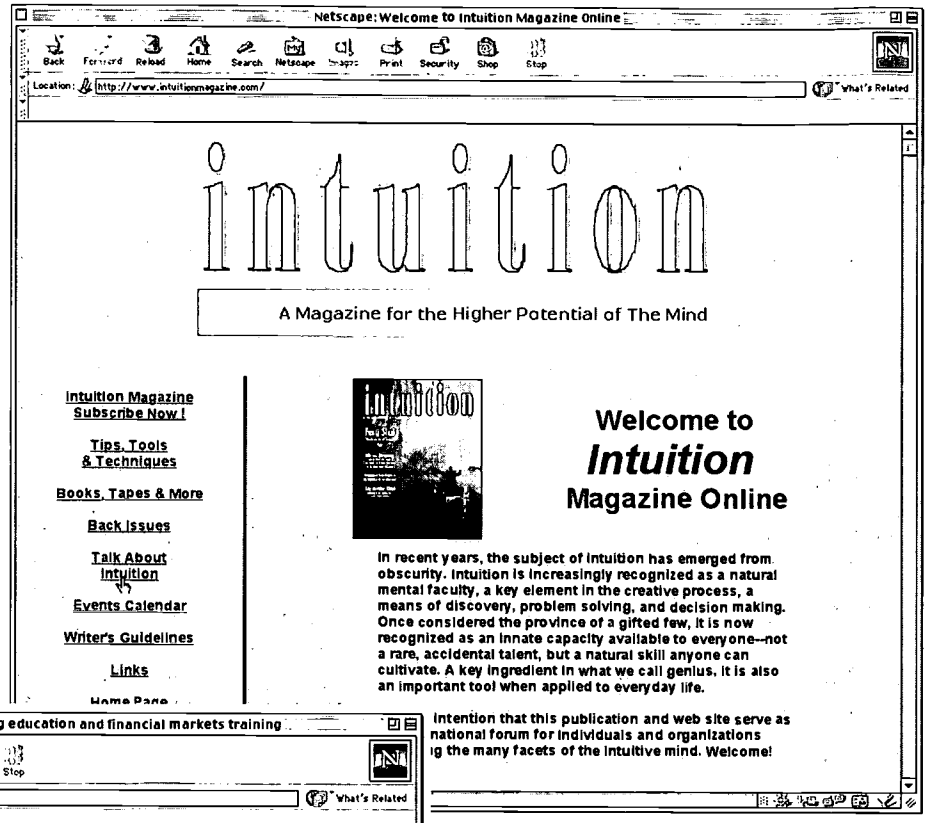
3. Look for intuition, believe in it and use it. You can test intuition with your reason, realizing that physical instinct, prejudice and self-interest can at times appear disguised as intuition. However, a genuine flash of intuition is unmistakable. Trust your intuition; learn not to be suspicious of it.

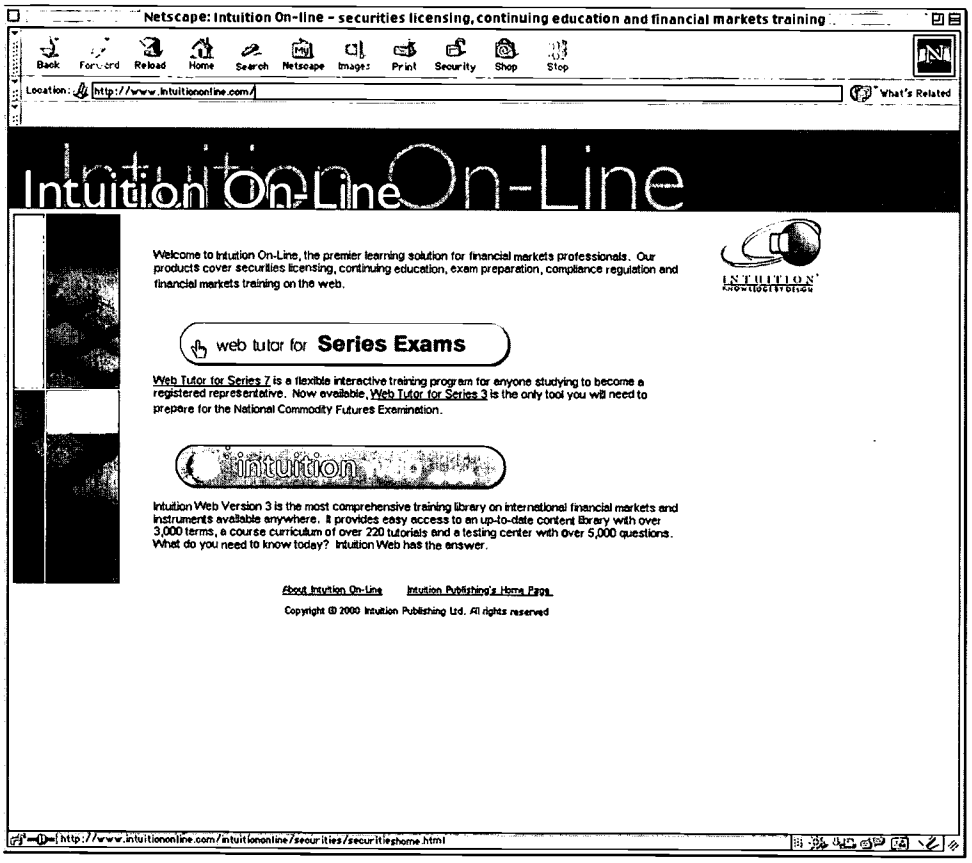
4. Allow yourself to laugh, to feel light and free. Often laughter is an outward sign of an inner state of balance. Sri Krishna Prem, in *The Yoga of the Kathopanishad* suggests: "Laughter was given by the gods to man and it was one of their choicest gifts. No animal can laugh, nor does it need to since it lives in the harmony of the purely instinctive life. It is only man whose possession of an ego introduces stresses and strains, which cannot be avoided, and for the healing of which, therefore, the gods gave him the supreme gift. Time and again it will save us when otherwise all would be lost. He who cannot laugh, he whose devotions are too serious for the healing waves of laughter, had better look out: there are breakers ahead."

5. Encourage the intuitive faculty of your mind. Remain attentive to the still small voice within you; have patience and be responsive. Undertake the inward journey. It is not made in space and time but in consciousness. A Hindu guru, defining the difference between Western and Oriental thinking, said that when a Westerner is presented with a problem he says, "I will think my way through it;" whereas the Hindu says, "I will try to raise my level of consciousness."

As a language educator I often encourage not only the teachers I mentor, but also my ESL/EFL students, to

ERIC
//www.alr.org BEST COPY AVAILABLE





Useful Websites

The following web links are valuable tools to help to enhance your intuitive skills:

www.intuitionmagazine.com
www.karma-net.com
www.intuitionnow.com
www.eltschools.com
www.intuitiononline.com
(For financial market specialists)

cultivate their intuition and to live accordingly. They report a new spontaneity and refreshment in teaching and learning. It is important to re-emphasize that intuition cannot operate when the conscious mind is tied in knots or cluttered with worry and anxiety; relaxation is of prime importance.

Practicality

The Australian ESL educator, Dawn Griggs (*IATEFL Issues*, 1998) reminds us: "Teaching intuitively is not one of the latest methodologies which can be learned from a book or other external sources. It is something we all do spontaneously inside the classroom; that is until the intellect and well-structured, well-meaning lesson plans get in the way of the natural 'flow' of the process. It is an integral aspect of affective learning and is best understood within the framework of a holistic approach to learning and teaching.

"Apart from the psychological benefits there are also many practical benefits to 'teaching intuitively'. Learning to trust our inner guide is useful when one finds oneself having to teach a class unexpectedly or with no time to prepare; when one can't decide what specific activity to do; with mixed levels or groups; when faced with students who are bored with the known methods and materials. All these practical benefits help us to tap into a deeper, universal level of learning."

No Longer Obscure

In 1976, I wrote a chapter entitled "Intuition" in a teacher-training manual. The critics commented that such ideas discouraged trainees from using serious teaching tools. In 1982 we have the educational methodologist, Brumfit, warning, "We cannot afford to rely on intuitive experiences." And in 1988 William Harman explicitly contends: " Trust in the creative/intuitive mind implies non-attachment to the goals of the rational/analytical mind."

In recent years, the subject of intuition has emerged from obscurity. An excellent journal, *Intuition Magazine On Line* serves as an international forum for individuals and organizations exploring the many facets of the intuitive mind.

Dr. Thomas A. Kane (Worldwide Teachers) can be reached at www.tak@past.harvard.edu

The current world situation provides remarkable opportunities for teachers of English as a second language. The M.A. from Wheaton College Graduate School will prepare you for the broadest range of positions in universities, language institutes, schools, and international agencies.

TESL: help meet the world's demand...



...with an M.A. or Certificate from Wheaton

The TESL programs at Wheaton College Graduate School include training in literacy, curriculum development, computer-aided language learning, language testing, program administration, as well as a teaching practicum related to your interests and goals. Also, ask about the Institute for Cross-Cultural Training (ICCT), a one-month intensive introduction to TESL offered each summer.

For more information call **800-888-0141** or visit our web site at www.wheaton.edu/tesl.

Scholarship Committed to Servanthood

Since 1860 For Christ and His Kingdom
Wheaton College
GRADUATE SCHOOL

Wheaton College complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities.

Department of Linguistics and Language Development

San José State UNIVERSITY

- MA in Teaching English to Speakers of Other Languages (TESOL)
- MA TESOL, Emphasis in ESP
- MA in Linguistics Graduate Certificate in TESOL
- Undergraduate Certificate in TESOL
- BA Linguistics

Fully accredited Bay Area/ Silicon Valley

For further information call or write:
Linguistics & Language Development
San Jose State University
One Washington Square
San Jose, CA 95192-0093
Tel: 408.924.4413 Fax: 408.924.4703
E mail: linguist@email.sjsu.edu

Visit our web page: http://info.sjsu.edu/web-dbgen/catalog/departments/LING.html

---

P·E·C BRIDGING LANGUAGE BARRIERS

American English Pronunciation & Vocabulary Development for Professionals on Audio & Video Tape

Serving English Speakers Since 1984

Perfect Pronunciation on Audio & Video
Vocabulary Development 1, 2 & 3
Medical Terminology
Office Terminology
Computer Terminology
Public Works Verbs
Say It Politely
American Names
Regular & Irregular Verbs

The Personal English Company

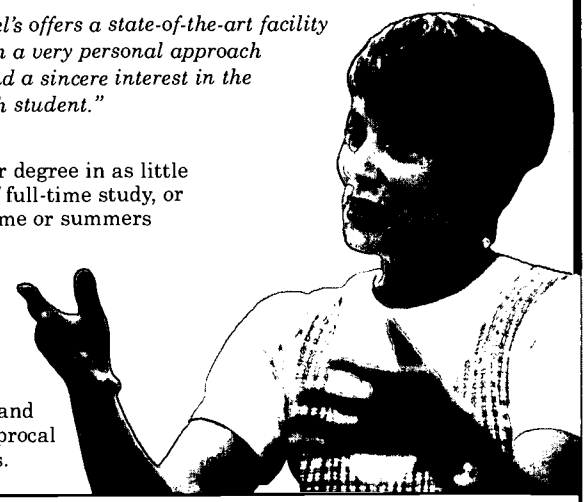
www.personalenglish.com

Phone (626) 355-3900
Fax (626) 355-5208
E-mail: tapes@personalenglish.com
P. O. Box 877, Sierra Madre, CA 91025-0877 U.S.A.

Saint Michael's
MA Program in TESL/TEFL

Internationally Known Program
Distinguished Faculty
Established in 1962

"Saint Michael's offers a state-of-the-art facility combined with a very personal approach to teaching and a sincere interest in the success of each student."



Complete your degree in as little as one year of full-time study, or attend part-time or summers only.

Pursue an optional program of study toward K-12 ESL endorsement and licensure reciprocal with 37 states.

School of International Studies / Saint Michael's College
Winooski Park, Colchester, Vermont 05439-0253 U.S.A.

Phone: (802) 654-2300 • Fax: (802) 654-2595
E-mail: sis@smcvt.edu • Web site: http://www.smcvt.edu/sis



While teaching ESL to adults in Mexico, **Paul Rogers** discovered that as he learned to speak Spanish and starting using it in the classroom, the more involved students became in the English language learning process. Here, Paul discusses some of the classroom materials he developed while teaching in Mexico and later in the U.S.

Teacher Created Materials

There is an increase in the need to teach English as a Second Language in the United States as more and more immigrants, many from Mexico, enter the country. In addition there seems to be an increase in the interest in learning English in other countries, particularly in Latin America. In this article, I will explore the development and use of texts and other materials, such as audio and videotapes, in the context of teaching Beginning and Intermediate English to adult Mexican immigrants in bilingual classes.

The students targeted in this discussion are Spanish speaking adults primarily from Mexico and now residing in the United States. The age range of these students is from 21 on up and their educational background varies. These students usually work in minimum wage jobs as laborers. Their knowledge of English ranges from Beginners who know a few words or phrases of "survival English" to Intermediate or Advanced Beginner students who have acquired a vocabulary through several years of English instruction in their native countries or from adult ESL classes in America. These students attend one or one and a half hour classes 1-4 times per week at night in an adult education setting or in a Home Study tutorial setting.

Some Basic Premises

Fluency Versus Literacy: Fluency is here defined as the ability to speak a language. Literacy is defined as the ability to read and write. The goal of teaching (and learning) English should be competency in fluency and literacy. In addition, it must be stressed that the ability to listen to a foreign language and understand the majority of the words spoken should not be underestimated and also needs to be "taught." Learning how to communicate or "get around" is a component part of the beginning stage.

Length of Time: According to Collier and Cummings, the length of time needed to learn a foreign language is between 5-7 years. This figure is usually given with respect to children in an elementary school program who also have the opportunity to interact and communicate with native English speakers every day. At the present time there does not seem to be any research on how long an adult would require to learn English in the context of adult evening classes. Therefore it must be assumed that 5-7 years would be the minimum amount of time required.

Step by Step, or "Graded" Learning Process: Just as in the learning of other subjects, such as math, biology, chemistry or history, learning English progresses in stages from a lower to higher level. Therefore, the texts and materials used should allow the student to learn step by step through the gradual increase in complexity. Such an approach can be called a "graded" approach, and the texts "Graded Readers."

Bilingual Classes or English Only Classes? A bilingual approach to teaching English is preferable:

- To facilitate explanations.
- To build rapport among students.
- To create a relaxed and pleasant atmosphere.



For The Adult Classroom

- To allow for team learning.
- To create cross cultural respect.

Student Ownership Of Texts

Personal ownership of books and materials adds to the student's sense of importance and self-esteem, along with incentive to study at home. There is a tendency for teachers to offer photocopied "worksheets" instead of textbooks and materials usually as a result of financial constraints. In this situations, perhaps textbooks and materials could be distributed as library loans. In any case, adult students should have access to an adequate amount of appropriate material for the study of English and they should also pay a nominal fee for classes.

Texts and Materials Development

The following texts were created by the author while teaching English in Mexico for two years and have been revised subsequently while teaching in the United States. In general, the average student takes about 50 hours to complete the study and exercises of these texts.

Introducion a Inglés is a bilingual text consisting of 20 chapters of basic vocabulary for what is considered "survival English" with most of the English words also spelled phonetically. During class, each student reads the lessons out loud either individually or repeating after the teacher. The text includes an overview of English/Spanish Cognates emphasizing words that are spelled the same, the ending mente changing to -ly (*rapidamente* = rapidly), the ending *cion* changing to –tion (*atencion* = attention) and so on.

La Gramatica Inglés is a bilingual text usually studied by students after the *Introducion*. It does not include phonetically spelled words and the presentation of the lessons is in order of priorities and difficulty, explained in Spanish and followed by exercises to be completed in writing. Usually contrasts and comparisons between Spanish and English are explained. The answers to the exercises are in the back of the book.

Graded Readers

A "Graded Reader" is a textbook that employs essays or articles increasing in difficulty in a progressive manner. The students are asked to write a translation of the text as homework, and during class each student reads the lessons out loud as an exercise. For example, a text on English might include the following as the first few sentences for study in Chapter One: "John is a student. He is in the fifth grade. John studies English, math, science, and history. He likes school, and he likes his ➡

ERIC Full Text Provided by ERIC



ESL students often work in minimum wage jobs as laborers. Here a migrant student tends an orange grove.

teacher, Mrs. Smith."

Chapter One could include the basic vocabulary, short lessons on cognates, the placement of adjectives, and the present tense, along with a pronunciation drill on the sound of TH. Lesson Fifteen might include the following: "As John was walking to school on Thursday, he realized that he left his homework in his house. Therefore he thought that it would be better to return immediately. Upon arriving home, his mother asked him why he had returned." In a later chapter, the grammar lesson would include the comparisons of the past progressive, simple past, and pluperfect tenses, an exercise on irregular verbs, and a pronunciation drill on the short U sound.

Obviously, the chapters in between the first and the final one increase in complexity gradually—or in a gradation. There are two Graded Readers already in use, *Ricardo Y Su Familia* (Richard and His Family) and *La Historia de los Estados Unidos* (The History of the United States) which can be used in citizenship classes. *Ricardo Y Su Familia* consists of 20 lessons with a bilingual vocabulary of difficult words. Each essay is about 100 to 150 words long and are written with emphasis on the use of cognates. The text is basically a story about a Mexican-American boy named Ricardo who lives in Santa Barbara, California with his family. The chapters are about what he learns in school, the adventures of his brother, the businessman, as he travels throughout Mexico on business, and other, day-to-day experiences of various members of the family. *La Historia de Los Estados Unidos* consists of 40 lessons on American History with a focus on the material needed to be learned for the U.S. Citizenship Test. Each lesson is about 100 to 150 words long also. The first 17 chapters include a bilingual vocabulary, whereas the last 23 lessons omit the vocabulary leaving that task up to the students.

La Pronunciacion de Inglés (English Pronunciation-22 pp.): Many Spanish speaking students from Mexico and Latin America have either studied English in grammar school for a year or two or have begun to study English here in the United States using any of the various "self-teaching" English courses for sale in stores or have availed themselves of the classes sponsored by adult education. One of the most common problems shared by beginning and intermediate students of English is difficulty in pronouncing at least ten sounds in English. Therefore, as an integral and key element in the texts and materials, concentration and drill on pronunciation can become part of any lesson until pronunciation is mastered by the student enough so that the student feels comfortable speaking English, or speaks English with increasing confidence.

Other Materials

Flash Cards: Students are expected to make their own flash cards of the vocabulary or lesson that needs the most work.

Audio Tapes: Each of the texts above is accompanied by an audio cassette which the students can listen to at home and which the teacher can sometimes play to the class or to a small group within the class.

Video Tapes: Except for *La Gramatica*, the texts have been videotaped using the monitor of a word processor as the screen, with a voice over reading the text.

Miscellaneous: Songs, poems, *dictados* (dictations), dialogs, and skits.

Other Considerations

Teachers should add "Communicate" to the task list of learning to Listen, Speak, Read and Write: When a student attempts to communicate in a foreign language, he or she becomes an "active learner" and will most likely progress more effectively. Pronunciation is also a key element of language learning. Beside the physical or muscular difficulties students have with English, there is also "interference" due to the effects that one language has on another. Focusing on problem sounds during each class or lesson in a step by step manner will greatly assist the student of English. Many students feel uncomfortable speaking English because of pronunciation difficulties, and when these difficulties begin to disappear, the students feel more "confident" and become "active learners."

Latent learning: There is a phenomenon in learning psychology called latent learning. Basically, it means trying very hard to master something, getting frustrated, leaving it alone, then going back to the task and finding out—voila!—that it is now easier to learn than before. Probably the brain rehearses the task, but in any case, considering the fact that many adult students work and cannot attend classes for a variety or reasons. Explaining the concept of latent learning to the students can alleviate the anxiety and pressure of "not attending class."

Teacher centered versus student centered: Teacher centered refers to the practice of some teachers to stand in front of the class and lecture and drill the students who sit at their desks in front of the blackboard. Student centered refers to the setting in which the students sit in small groups and work together on exercises, etc., and in which some students are given the responsibility of assistant teachers. The teacher's role in a student centered approach is to provide most of the material and curriculum, answer questions, give guidance, teach how to teach, and listen very carefully to the students' progress in pronunciation, communication, and ability to speak. The latter approach leads to a more efficient use of class time and therefore to a more rapid learning of a language.

Literature Based versus Grammar and "Situational" Based

Literature based refers to the use of an abundant amount of literature, poetry, songs, sto



"One of the most common problems shared by beginning and intermediate students of English is difficulty in pronouncing at least ten sounds in English ... concentration and drill on pronunciation can become part of any lesson until pronunciation is mastered."

ries, and even music in the process of teaching/learning a language. Grammar and 'situational" based methods concentrate on memorization and drill of grammar rules and usage and phrases used in conversation. A step-by-step literature-based course is more effective in learning a language and providing appropriate literature to the student also accelerates speaking ability.

English Only versus Bilingual or Multilingual classes

An English Only (the Direct Method or English Immersion) framework can be the most effective method of teaching English under certain conditions, namely; (1) small classes of 6-8 students who are at the same level; and (2) appropriate texts, video and audio tapes arranged in gradation. However, the normal ESL class in the United States, especially in California, consists of at least 10-15 students, and perhaps as many as 30, whose primary language is Spanish, who do not come on a regular basis, and who are at different levels. Therefore a "one size fits all" approach does not suffice. In addition, bilingual classes and texts seem to facilitate the students' interest in learning English, and therefore speeds up their rate of language acquisition.

Classes in which there are students of various language backgrounds are a special case and need to be discussed further than the scope of this article. But at least bilingual texts can be used by students as references or for home study. And perhaps other language bilingual texts can also be created by the students themselves! Or, perhaps in the multilingual class, the teacher can find methods to work more closely with non-Spanish speaking students while peer teaching takes place among the Spanish-speaking students.

Paul Rogers teaches ESL in San Diego, California.

ERIC www BEST COPY AVAILABLE 41

Yakking With The YANKEES



President Kennedy and Cliff the Mailman had something in common. Both spoke with that distinctive New England twang. **Naomi Nagy**, **Julie Roberts** and **Charles Boberg** teach us the right way to park the car in Harvard Yard.

Introduction

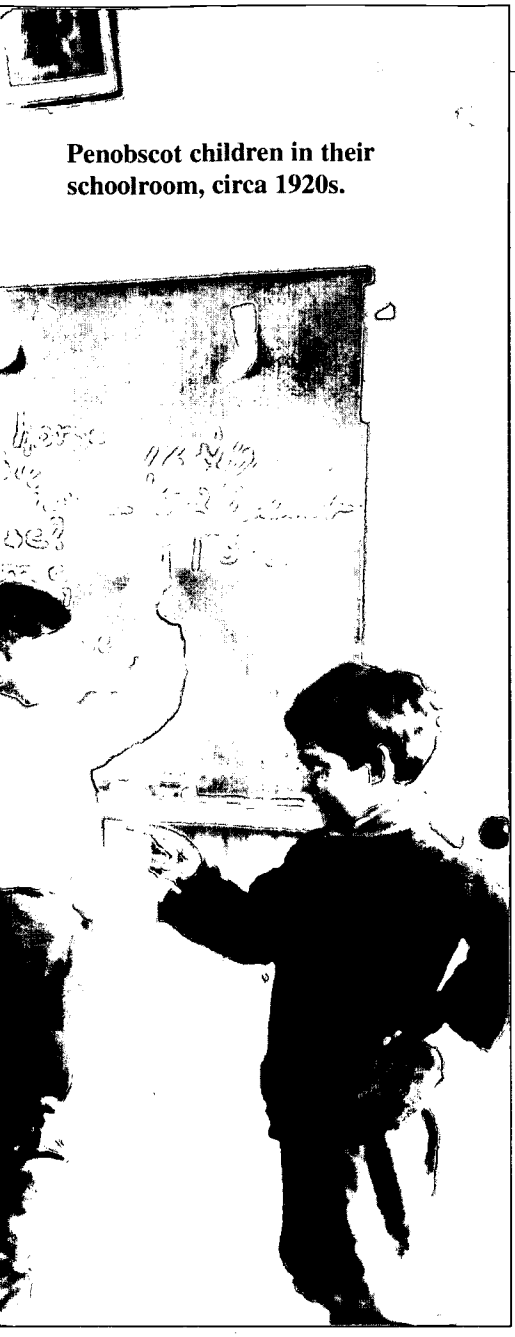
Two major New England shibboleths are the "dropping" of post-vocalic *r* (as in [ka:] 'car' and [ba:n] 'barn' and the low central vowel [a] in words like *aunt* and *glass* (Carver 1987: 21). Neither pattern is found across all of New England, nor are they all there is to the well known dialect, faithfully reproduced in the recent movie *Good Will Hunting*. We present a brief description of the settlement of the region and give examples of current vocabulary and pronunciation patterns to illustrate both how New England differs from the rest of the country and what region-internal differences exist.

Settlement of New England

The Massachusetts Bay coastal area, one of the country's original cultural hearths (Carver 1987:7), was settled by English immigrants in the early 1600's. In search of better farm land, some original settlers moved west from the coast and settled the Lower Connecticut River Valley in central Connecticut (*ibid.* 21). They were joined soon after by new immigrants from eastern and southern England, and later from Italy, Scotland and Ireland (*inter alia*). Settlement spread, generally along river valleys, into NH, VT, ME, and RI (*ibid.* 24). New England is now comprised of Maine (ME), New Hampshire (NH), Vermont (VT), Massachusetts (MA), Connecticut (CT) and Rhode Island (RI). Boston is still known as the *hub*, hearkening back to its position as the center from which settlements radiated in New England.

The *Linguistic Atlas of New England* (Kurath 1939-43) divides the area into Eastern and Western New England (divided by the Green Mountains of VT in the north, the Berkshires in the middle, and the Connecticut River farther south), with seven subregions dictated by settlement patterns (Carver 1987). However, today there is little in the way of linguistic markers of these regions, aside from some distinctive characteristics of eastern New England. *A Word Geography of the Eastern United States* (Kurath 1949) divides New England into only three regions (Northeastern, Southeastern, and Southwestern), better representing linguistic differences.

Ethnic groups have had differing influences across the region. These include Native American groups, such as the Abenaki

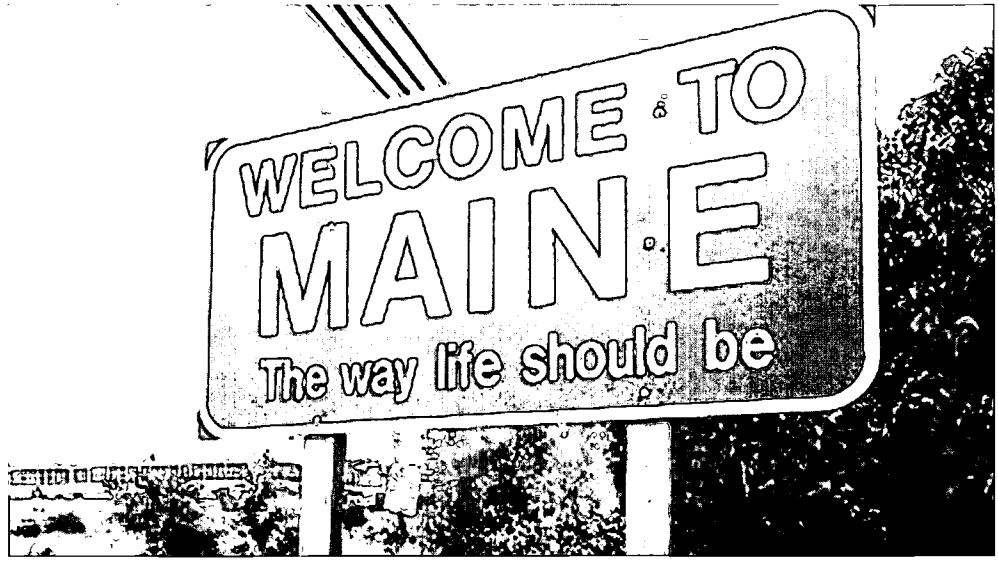


Penobscot children in their schoolroom, circa 1920s.

in Northern VT and the Mahican in southwestern VT, both of whom spoke languages in the Algonquian language family. Native American languages have died out in Vermont, but the Abenaki descendents remain, particularly in northwestern VT, and have begun a process of revival of customs and language (Haviland and Power 1994). Also present in New England are Franco-Americans who moved south from French-speaking parts of Canada, and large Irish and Italian groups. Upper ME (north of Penobscot Bay) is quite distinct from the rest of the region, due to ties with New Brunswick, Canada (Carver 1987:31).

Vocabulary

New England has always been nautically oriented, so ship building, fishing, and sea food vocabulary are traditionally associated with the region (Carver 1987:33). For ➡



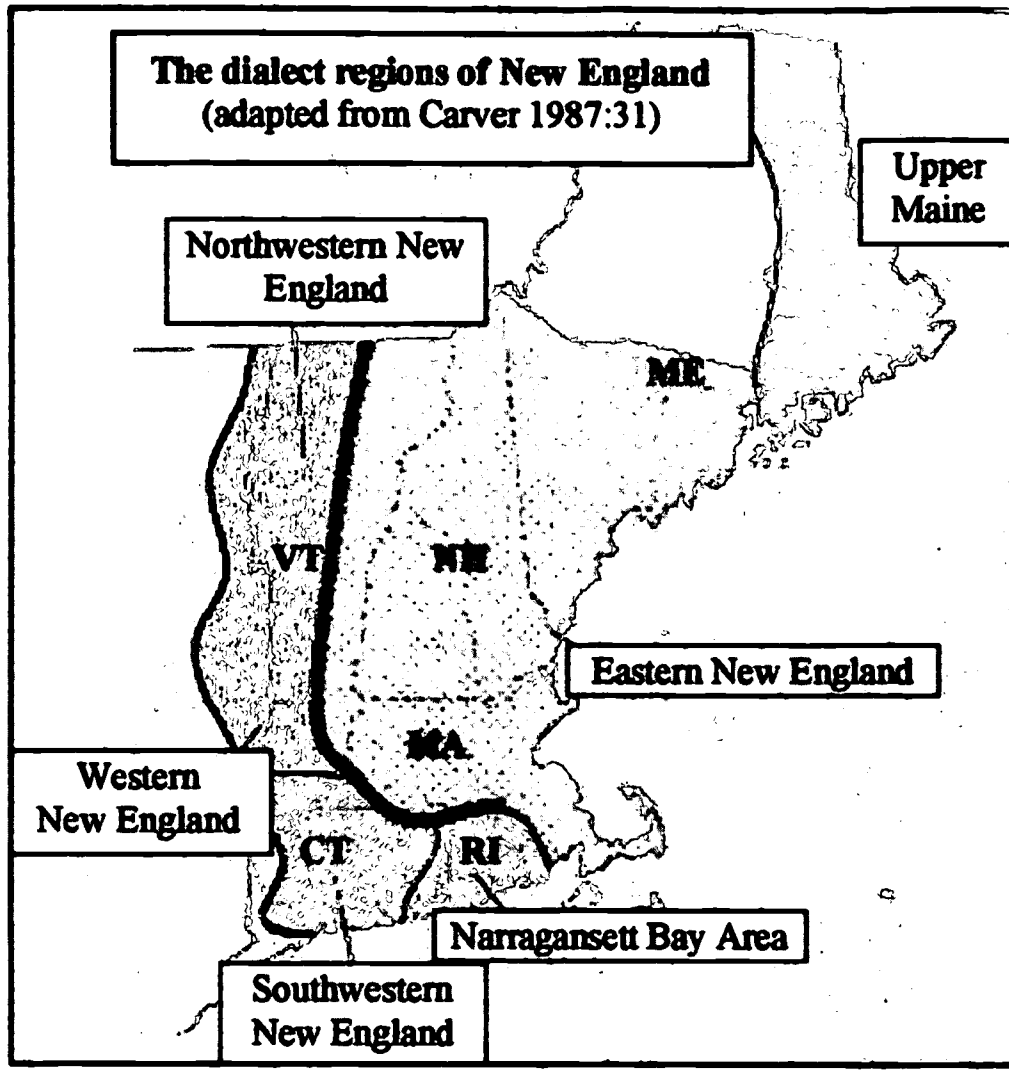
How To Talk Like a New Englander: A Brief Dictionary

belly-bunt	**ride a sled face-down**	*You'd be crazy to belly-bunt on a pung. (NH)*
bubbler drinking fountain	**I'm thirsty.**	*Where's a bubbler?* (MA/NH)
creemee	**soft ice cream**	*The creemee machine is broken.* (VT)
dooryard	**where you park your car**	*Park in the dooryard.* (ME)
flatlander	**outsider**	*He's a flatlander from New Jersey.* (VT)
frappe	**milkshake**	*I want a chocolate frappe.* (Boston, NH)
leaf peepers	**autumn tourists**	*You can't go out. The roads are full of leaf peepers.* (VT)
nor'easter	**storm typical of the region**	*There's a Nor'easter coming.* (all)
pung	**sled for hauling wood**	*We teamed a load of wood on the pung.* (NH)
quahog	**type of edible clam**	*Let's go out for quahogs.* (RI)
sliding	**sledding**	*Grab your sled, and let's go sliding.* (VT)
tonic	**carbonated drink**	*Cola is my favorite kind of tonic.* (MA)
woodchuck/chuck	**Vermonter, local**	*The chucks and flatlanders mix most at town meeting.* (VT)

Sources: (Carver 1987) and students from the University of New Hampshire and the University of Vermont

BEST COPY AVAILABLE

ERIC



example, *nor'easters* are a type of storm typical of the region. Similarly, there is a lot of farming vocabulary particular to the region, including *carting* or *teaming a load* 'hauling a load' and *open and shut day* 'a day with variable weather'. Some gastronomic terms particular to the region are *Boston brown bread*, a dessert, *grinder* 'long deli sandwich', *hamburg* 'ground beef', *tonic* 'carbonated drink', *dropped egg* 'poached egg', as well as food introduced by Native Americans such as *hasty pudding* and *quahog* (RI) or *cohog* (Boston) for a type of edible clam. A porch may be a *piazza*, a hair bun is a *pug*, a traffic circle is a *rotary* (*ibid.* 28-36). Two common ways of agreeing with someone is to say *a-yuh* or *so don't I* (meaning 'so do I').

According to a survey completed by a small group of UNH students, words still widely used and recognized by residents of NH today include *grinder, hamburg, rotary* and *notch* 'mountain pass'. On the other hand, *belly-bunt* 'ride a sled face-down', *pung* 'sleigh for hauling wood', and *pug* 'hair bun' are recognized by few people. Words which were not included in the older dialectological research but which are heard today include *bubbler* 'drinking fountain', *bulkie* 'round sandwich roll', and *spa* 'convenience store' in Boston; *directional* 'turn signal' and *frappe* 'milk shake' in eastern MA and NH; *dooryard* 'where you park your car' and *numb as a hake* 'not very bright' in downeast Maine; and *soggie* 'greasy hotdog', *cabinet* 'milkshake', *take a heart* 'have a heart attack' in RI (Ellis III 1999).

Pronunciation

A feature of eastern New England, also exhibited by speakers in the Virginia and North Carolina hearth areas, is the vocalization (locally referred to as "dropping") of /r/ in post-vocalic position. People talk about "New Hampsha" and "Woosta" instead of New Hampshire and Worcester. The distinction between word initial "wh" and "w" words, as in *which/witch*, is retained to some extent in parts of NH, VT, and MA (Telsur Website 2000). Eastern New Englanders also traditionally make a distinction between pairs such as *for* and *four*, or *horse* and *hoarse*, which is not heard in most of the rest of the U.S. As a result of this distinction, combined with r-dropping, a Boston pronunciation of *short* rhymes with *shot*; *north* rhymes with *moth*. This distinction may be disappearing among young people.

Words such as *cot* and *caught*, *stock* and *stalk* sound the same in most of Eastern New England, both having a more or less rounded vowel pronounced in the low-back corner of the mouth. (An exception to this pattern is Providence, RI, where the two vowels are distinct.) Many speakers in eastern MA and northern NH have three distinct vowels in the words *Mary* [e:], *merry* [Σ], and *marry* [æ], while those in VT and southern NH pronounce the three words alike (Nagy *in press*), (Nagy and Roberts 1998). Bostonians and Northern New Hampshirites generally maintain a distinction between the vowels in the first syllables of *bother* [ɑ] and *father* [a], while many residents of VT and southern NH, especially younger people, have merged those vowels (Nagy *in press*).

In Western New England, quite a differ

References

Amblo, R. and J. Roberts (1997). Change and obsolescence in rural Vermont: /aw/, /ay/, and /uw/ in younger and older speakers. *New Ways of Analyzing Variation*, Universite Laval, Quebec, Poster presentation.

Carver, C. M. (1987). *American Regional Dialects: A Word Geography*. Ann Arbor, University of Michigan Press.

Ellis III, M. L. (1999). *American Slanguages*. http://www.slanguages.com.

Haviland, W. and M. Power (1994). *The Original Vermonters: Native Inhabitants, Past and Present*. Hanover, NH, University Press of New England.

Kurath, H. (1939-43). *The Linguistic Atlas of New England*. Providence, Brown University.

Kurath, H. (1949). *A Word Geography of the Eastern United States*. Ann Arbor, University of Michigan Press.

Nagy, N. (in press). 'Live free or die' as a linguistic principle. *American Speech*.

Nagy, N. and J. Roberts (1998). Yankee Doodles in Dialectography: Updating New England. *New Ways of Analyzing Variation*, Athens, GA, Oral presentation.

Roberts, J. (2000). There's life in the old talk yet: Glottal stop replacement of /t/ in 5- and 9-year-olds in Northern Vermont. *New Ways of Analyzing Variation*, Michigan State University, E. Lansing, MI, Oral presentation.

Telsur Website (2000). *Phonological Atlas of North America*. http://www.ling.upenn.edu/phonoatlas.

ent phonological system holds sway. Like NYC and Upstate NY, speakers in Hartford and Springfield retain the distinction between *cot* and *caught*, *stock* and *stalk*. But Western New England is less uniform in its speech than Eastern New England. People in VT are likely to make no difference between cot and caught, like speakers east of them, while people in western MA are likely to disagree on this point: older people retain the difference while younger people have lost it. As for the Eastern New England shibboleths mentioned above, /r/ is regularly pronounced throughout WNE, and the broad-a is much less common—*laugh* and *dance* have the same vowel as *lap* and *Dan*.

In VT, articles have been appearing regularly in the local press questioning and worrying about the possibility that the VT dialect may be dying. This is thought to be caused by the modern influx of people from elsewhere in the U.S., known as *flatlanders*, either temporarily, for skiing (such people are sometimes called *coneheads* in VT) or for *leaf-peeping* ('admiring the fall foliage'), or as permanent settlers seeking a more rural way of life. Early evidence shows that the dialect may, in fact, be changing towards a more standard sounding one. Two of the most talked-about Vermont vowels are /aw/, as in "cow", which is pronounced [kiaw], and long /ay/ as in "kite", which is pronounced more like [koyt]. Work by Amblo and Roberts (1997) shows that women and younger speakers are pronouncing these vowels more like they are said elsewhere in the country whereas older rural men tend to retain the more traditional Vermont pronunciations. However, not all of the news is bad for those bemoaning the fate of the heritage of VT, including its dialect. Another prominent feature is known locally as "t-dropping" or more technically as glottal stop /ʔ/ replacement of /t/. This feature has been widely studied in Great Britain, where it is found in many dialects including the Cockney dialect demonstrated most famously by Eliza Doolittle (or Dooliʔl). Roberts (2000) found that even children, including those relatively new to Vermont, are learning and using glottal stop. This is a feature of VT speech that doesn't appear to be going away!

"The local press [is] questioning and worrying about the possibility that the VT dialect may be dying. This is thought to be caused by the modern influx of people from elsewhere in the U.S., known as *flatlanders*"

Summary

Like many older parts of the U.S., New England, and Eastern New England in particular, is characterized by a distinct local dialect that is gradually receding due to the influence of "general American" speech used in the mass media and by newcomers to the region. Much of the distinct New England vocabulary was connected with traditional occupations that are less important in today's economy. As people move from all over the country to take advantage of higher education and high-tech jobs in the Boston area, young New Englanders sound increasingly like young people in other parts of the country. However, some local features remain, especially in rural areas and in city neighborhoods with large proportions of local people. Many people in these areas still drop their r's, though no longer as consistently or in as many words as they used to. As for the lack of a distinction between the vowels in *cot* and *caught*, it is actually the rest of the country that is becoming more like Eastern New England.

Naomi Nagy, University of New Hampshire, Julie Roberts, University of Vermont, Charles Boberg, McGill University

ASTON UNIVERSITY

MASTER'S in TEACHING ENGLISH by DISTANCE LEARNING TESOL/TESP

Contact:
MSc Secretary, Language Studies Unit,
Aston University, Birmingham B4 7ET, UK
Tel: +44 121 359 3611 Ext. 4242
Fax: +44 121 359 2725
http://www.les.aston.ac.uk/tesol/
Email: lsu@aston.ac.uk

Modular Programme

- For graduates with 3 years' relevant professional experience.
- Start work whenever you wish, registering at any of 4 quarterly points during the year.
- Total course fee: (non EU) £6,000 with £600 discount for completion in 2 years. Pay for modules as and when you request them.
- Personal support and feedback by email/ fax/phone/audiotape. Regular newsletter.

The Benefits to you

Powerful, professional development, publications maybe, promotion quite probably, and certainly new horizons. We have helped people to:

- Add new dimensions to their teaching
- design new syllabuses and construct research projects
- publish papers in international journals
- move into management positions
- drive forward professional associations in their own country
- move on to a PhD
- set up their own company

Course Content

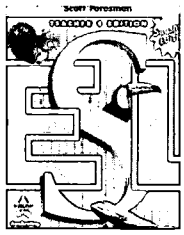
2-5 years for 180 credit accumulation
(Diploma: 120 credits)
Double modules = 20 credits each
Foundation
Methodology
Course and Syllabus Design
Materials Analysis and Production
*Lexical Studies
*Text and Discourse Analysis
*Investigating Interaction in Context
Single modules = 10 credits each
Language Testing
Distance Learning
Management of ELT
Teacher Development
Computational Linguistics
Grammar of Modern English
Dissertation = 30 credits
All assessment is by assignment (you can do the *modules by exam if you like).

Wherever you are:

You will belong to a worldwide network of Aston students and over 500 graduates which is held together by in-country events, through an international email contact group, by a Newsletter for all Master's course participants.

BEST COPY AVAILABLE

ADD SOME SUNSHINE TO YOUR CLASSROOM



Scott Foresman ESL – Sunshine Edition
Jim Cummins, Anna Uhl Chamot, Carolyn Kessler, J. Michael O'Malley, and Lily Wong Fillmore.
Pearson Education, White Plains, NY, 2001.
(Materials available at various prices)

EXPERIENCED educators of English Language Learners (ELLs) are very aware that students with limited language capabilities require constant opportunities to acquire and practice academic English. State and district rules mandate that teachers are expected to bring these diverse students "up to speed" in the shortest time possible

The Scott Foresman Literature and Integrated Studies program aims to provide opportunities for teachers of ESOL students in Grades K-8 to integrate instructional strategies with the requisite academic content demanded in mainstream English Language Arts programs in the context of multilevel classrooms.

The *Sunshine Edition* uses learner-centered materials including colorful books and posters, audiocassettes and hand puppets to prepare ELLs for integration in the mainstream English Language Arts classroom. There are ample opportunities for assessment included throughout the program in the key areas of listening, speaking, reading, and writing. The materials are written taking into account development of both basic interpersonal communicative skills (BICS) and cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum and the school curriculum in general. Teachers are also provided with a supportive handbook that explains the philosophy of the "Accelerated English Language Learning" program through the use of thematic units.

Sunshine is an effective, holistic program that clearly reflects the pedigree of its authors: Jim Cummins and his team of collaborators in this project are highly respected in the field of early childhood language acquisition. Teachers who are working with ELLs are highly recommended to review the *Sunshine Edition* for use in their schools.

Anya Wilson, Amarillo ISD, Texas.

INTEGRATE ESL STANDARDS THE RIGHT WAY

Integrating the ESL Standards Into Classroom Practice
TESOL, Inc., Alexandria, VA. 2000
$35.95 per volume; TESOL members $24.95

THIS IS a four volume series, (from Pre-K to grade 12) designed to link grade-level units to the ESL standards published by TESOL in 1997. More than 25 different teachers contributed to the lesson plans in the series, edited by Suzanne Irujo. The units and lesson plans cover the entire spectrum of content areas and are excellent resources for all teachers.

Each volume includes 6 thematic units. The Pre-K-2 volume, edited by Betty Ansin Smallwood, contains units entitled All About Me, Making Bread Together, the World of Work, "Eggs"citing Animals (sic), the Iroquois, and Our Global Community. The classroom settings for these units range from ESL inclusion to pullout.

Katharine Davies Samway edited the volume for grades 3-5, with units on Native Americans, Writing for Each Other, Jamestown and Colonial Life, the Underground Railroad, the Most Beautiful Place in the World, and Recycling. These units are primarily designed for an ESL pullout model.

The third volume for grades 6-8 was edited by Suzanne Irujo. Units in this volume focus on the Middle Ages, the Titanic, Linear, Volume, and Mass Measurement, Marketing and the Media, Exploring How We Live, and Earthworms. All of the units, [illegible] measurement, are designed for an ESL pullout or sheltered instruction setting.

The final volume, edited by Barbara Agor, covers grades 9-12 and contains units on Exploring World Religions, Using Story to Compare, Conclude, and Identify, the Scientific Method and Experimental Design, Writing for a Statewide Proficiency Test, Autobiographical Writing, and Creating a Community of Social Studies Learners. The classroom setting for each unit is either sheltered instruction or intensive English.

The series is clearly intended for ESL teachers. However, the individual lesson plans draw on sound instructional practices across content areas, making the units of study appropriate for all students, not just English language learners. Too often, the assumption is made that English language learners are unable to fully participate in content classes, particularly at the secondary level. However, the lessons in these volumes demonstrate how content and language objectives can be met through effective instruction. Unfortunately, regular education teachers who would benefit the most from these lessons, most likely would not access the series. The title itself emphasizes ESL standards, rather than content instruction for meeting the needs of all students.

> "All of the units, except measurement, are designed for an ESL pullout or sheltered instruction setting."

In addition, the lesson formats themselves do not always provide quick access to information. The flow of unit activities is sometimes difficult to follow because extensive narrative, student writings, sample formats, and a variety of lesson plans, are all interspersed with goals and standards. As the ESL standards are scattered throughout each unit, the connection between the standards and the lesson objectives is not always clear. Perhaps a more effective format would have been to place the selected standards at the beginning of each unit, and using parentheses, refer to their number or descriptor within the body of the lesson. A graphic outline of the unit, followed by an overview of suggested activities, formats, and examples of student work would have enabled teachers to scan information and find appropriate student activities, making the series even more accessible for all teachers.

A "context" section is included at the beginning of each unit, containing relevant information on the languages and levels of students for whom the unit is designed. The lessons themselves, however, have very few suggestions for working with newly-arrived non-English speakers. Some direction is given for working with multilevel, multiage groups, but more specific suggestions for modifications based on language ability would have been helpful.

The first volume includes activities for involving the parents. The recommenda

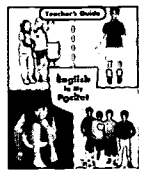
tions for communicating with the parents, however, do not always stipulate the need for providing oral and written information between the home and school in the first language. Although ESL teachers would be aware of this necessity, mainstream or content teachers may not be or may assume that the ESL student can translate for the parents, which may not be the case.

The key to the success of any of the units in this series is collaboration between ESL and regular ed staff. Even though some of the units are designed to be team-taught with content teachers, most of the lessons are designed to be used by ESL teachers. The question remains whether or not this series on integrating ESL standards into classroom practice will further the perception of some, that ESL students need separate instruction to succeed, or will foster collaboration that supports the notion that good instruction is good for all students.

Howard De Leeuw and Susan Stannard, ESL Facilitators, Spokane Public Schools.

FILL YOUR POCKETS WITH RIGBY

English in My Pocket
Patricia Almada
Rigby Education, Crystal Lake, Ill., 2000.
Complete Package: $395



DESIGNED for young learners, this delightful, attractive program uses interactive rhymes, chants, songs, books, and games that involve visual, auditory, and kinesthetic activities to provide comprehensible input for newcomers to the English language in the elementary levels.

It is based on eight thematic units that will provide 16 weeks of instruction. Fans of TPR (Total Physical Response) learning strategies will be pleased to find that *English in My Pocket* is heavily reliant on this methodology involving the young learner in a series of "whole body" responses in language learning. The materials are tactile and provocative, using primary colors and bold designs that children find inherently engaging and satisfying. Printed words are introduced in a non-aggressive fashion that reinforces a child's confidence that she or he is learning without the threat of "failure".

The package contains four audiotapes with songs and chants, four Interactive Boards and eight sets of Cling Pieces, eight Big Charts, eight Little Books, one for each unit, and four sets of 24 Manipulatives. There is an excellent Teacher's Guide that provides a comprehensive and practical introduction to and explanation of the materials—in fact, this is one of the best Teacher's Books I have ever come across! *English in My Pocket* is a shining example of a new generation of aids to language learning combining theory and practice to create materials that teachers can use with real effect in the classroom. Teachers of students in the Preproduction stage who require visual and auditory stimuli will appreciate the design of this program as will educators working with learners in the Early Production stages. Given that many elementary schools are faced with the challenge of working with large numbers of English language learners, packages like this go a long way in helping teachers to bring these children into the mainstream.

Lisa De Mornay trains and advises teachers of young English language learners in Houston ISD, Texas.

American
Language Review

Positions Vacant — The Magazine of Language Education

American Language Review, the National and International Magazine of Language Education is expanding the editorial team in 2001. Position currently available:

(1) Assistant Editor: Working closely with the Editor-in-Chief, you will be responsible for the commissioning and management of feature articles and news items. Applicants should be able to demonstrate a proven interest in the business of language education as well as excellent writing and editing skills. Salary: Commensurate with experience.

Applicants should contact the editor, Ben Ward, via email: editor@alr.org.
Please, no phone calls or faxes.

comunicación y cultura
ENCUENTROS
SPANISH ▽ LANGUAGE

Meet Mexico

Meet the People • Meet the Culture

ENCUENTROS is a total-immersion Spanish language program in Cuernavaca, Morelos, Mexico. We devote special attention to those who need Spanish for practical purposes such as business, travel, or professional use in the workplace. Each student's language program is designed for his or her needs and is evaluated on a weekly basis. Classes can accomodate beginning, intermediate, and advanced students and can be scheduled by the week or month.

Meet the Language

- Programs begin every Monday throughout the year.
- Four students maximum in language practice classes.
- Schedule from 9:00 am to 2:30 pm includes three hours of classroom learning complemented by 2 hours of discussion groups, and "living" communication activities.
- "Communicative" approach emphasizes natural verbal interaction.
- Program recognized by S.E.P. (registro 17PBT0004J).
- Teachers are native Mexicans.

Street address:
Calle Morelos 36
Col. Acapantzingo CP 62440
Cuernavaca, Morelos, Mexico

Telephones:
(011 from US)
Tel / fax: (52 7) 3125088
Tel: (52 7) 3129800

encuent@infosel.net.mx
www.learnspanishinmexico.com

BEST COPY AVAILABLE

A WELCOME SUCCESS

Assessing Success in Family Literacy and Adult ESL (Revised Edition)
Daniel D. Holt and Carol Van Duzer, Editors. Center for Applied Linguistics and Delta Systems Co., Inc. McHenry, IL. 2000

IN THIS era of increased accountability resulting in WIA and NRS and a return to standardized tests, it is a welcome relief to find somebody out there who not only believes in authentic assessment but has been able to provide us in the field of adult ESOL with useful, creative, and pedagogically sound suggestions on how to design and implement alternative assessment approaches to assessing and evaluating programs.

This handbook is a gold mine and should be read by anyone who directs, coordinates, or teaches ESOL to adult learners. Although the first edition was based on the experiences of staff members and learners in projects funded under the Elementary and Secondary Education Act (ESEA) title VII, this new edition includes a revised first chapter that encompasses all programs for adults learning English. This wonderfully written and comprehensive overview with its clear and concise definitions of the differences between assessment and evaluation, standardized and alternative assessments is reason enough to buy the book.

As the former editor of *Adventures in Assessment: Learner Centered Approaches to Assessment and Evaluation*, I am happy to see these terms clearly defined and though I do not share the editor's view that by integrating alternative assessments approaches with standardized assessment measures, you are better able to obtain more accurate and complete information for program evaluation, I do believe that no single approach to assessment can provide a comprehensive view of what is happening in a program. And I am encouraged that Ron Pugsley, Director of the Office of Vocational and Adult Education in his Foreword, thinks so too when he says that *Assessing Success in Family Literacy and Adult ESL* "contributes valuable suggestions for designing a comprehensive evaluation plan that yields accurate and useful information for designing, modifying, and improving programs.

The handbook has five chapters, not including a resource list, a section about the authors and a glossary. Each chapter addresses a different aspect of assessment and evaluation. The chapters follow a sequence that can be used by staff in addressing assessment and evaluation needs that range from planning the program and creating the evaluation design to collecting, analyzing, using, and reporting data obtained.

I was particularly drawn to Chapter IV with its focus on how alternative assessment and evaluation could be used to document a learner's progress toward meeting instructional objectives. I liked the inclusion of the Learner Profile/Observation Card and wished there had been even more examples of what some of these instruments look like in practice.

In fact my only critique of this handbook is that it could have included more writings from other ESOL teachers or programs demonstrating how these various measures and approaches are being implemented and used in classrooms and programs. I would have also liked to hear more clearly the voice of the learner and see a fuller resource list that included such important resources as the Australian study on non-language outcomes or the new performance measures being developed by ESOL programs in the Equipped for the Future Initiative.

These are merely suggestions coming from a desire for more; more examples, more resources. Perhaps this timely and important handbook will spawn a whole new generation of alternative assessment approaches and evaluation designs that Mr. Pugsley and the office of Vocational and Adult Education will be able to count as primary not secondary indicators of success.

Loren McGrail is a language/literacy consultant and has been in the field of adult education for over 20 years.

SURE TARGET

Targeting Pronunciation: The Intonation, Sounds, and Rhythm of American English
Sue F. Miller. Houghton Mifflin Company, Boston, 2000. vii+270 $25.56 (textbook), $66.36 (audiocassettes)

HOW refreshing it is to find a textbook that is structured holistically, unlike most classroom materials. With *Targeting Pronunciation* by Sue F. Miller, instructors can teach intermediate and advanced ESL students the pronunciation of American English in a more practical and helpful manner.

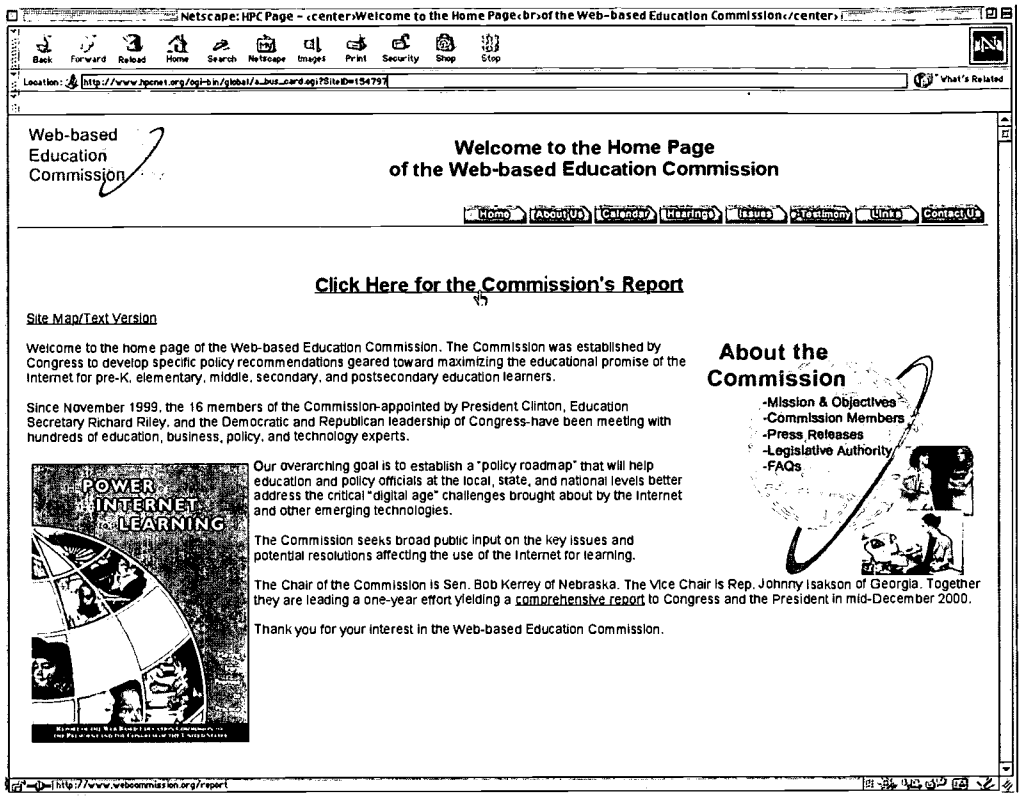
One benefits of this textbook is its focus on teaching the intonation, pitch, and rhythm of our language as opposed to merely focusing on vowel and consonant distinctions (although that is not to say that these distinctions are ignored). *Targeting Pronunciation* seeks to help students improve pronunciation by emphasizing these suprasegemental features by providing much aid, such as visuals, audiocassettes, and even a web site for further assistance.

Through its holistic approach, this book reinforces the essential principles of pronunciation by using pronunciation targets. The less important targets focus on consonants and vowels. The more important targets include word stresses and "unstresses" that are part of the rhythm of American English. The most important targets focus on intonation and thought groups (i.e., the way spoken speech is broken up to make sense). These targets are weaved throughout the text. In other words, each chapter contains these targets, though a particular one may be emphasized over the others. Each chapter includes helpful tips and suggestions to utilize these pronunciation targets. Multisensory exercises are provided to help internalize the speech rhythm of American English (the most common exercise is tapping). Singing exercises are given as another way to internalize rhythm and intonation; although the songs, in my opinion, may be too dated to keep younger students interested (for example, who wants to sing "Home on the Range" or John Denver's "Leaving on a Jet Plane" over and over again?)

Probably one of the best aspects of *Targeting Pronunciation* is its willingness to encourage students to participate in group activities that work on specific pronunciation targets. Additionally, students have ample material to work outside the classroom, using the audiocassettes and the website. Sue Miller has given instructors teaching American English pronunciation extremely practical, helpful and refreshing assistance.

Vilo Del Rio is a secondary credential candidate at UCLA, California.

Steven Donahue surveys the recent report issued by the Web-Based Education Commission.



Setting A Course Through Cyberspace

E-Learning: Faster than a Yankee Clipper

The man who midwifed the release of the Web-based Education Report, Executive Director David Byer, says that a good metaphor for Internet learning is the introduction of the steam engine into the maritime shipping industry. "When the new invention of a steam engine was first placed on wooden Clipper ships, the ships had a bad habit of catching fire and sinking."

While naysayers at the time said that the steam engine would never replace sails, someone came up with the idea of a second invention—steel hulls. Byer continues the analogy to e-learning by pointing out a similar convergence of inventions is occurring, "The steel hulls for Internet learning are now being developed," and that soon the industry will take off faster than a "Yankee Clipper."

Polaroid of Distance Education

With the release of the Web-Based Education's report to the President and the Congress, last December in Washington, D.C., 12 months of "clearinghouse" activities have culminated in a document that provides a snapshot of Distance Education today.

The bipartisan, congressional Web-based Education Commission, chaired by Senator Bob Kerrey (D-Neb.) and Congressman Johnny Isakson (R-Ga.) sought to explore the ways in which the Internet is changing the delivery of education. The 16 members of the Commission heard from hundreds of educators, policymakers, Internet pioneers, content developers, technology experts, and education researchers. With the help of such "Internet Trailblazers", the Commission explored the new Web-based potential for achieving the traditional educational goals of Learner Centered pedagogy, Adaptive Content, and Lifelong Learning. Participants testified at live hearings and by submitting "e-testimony" to the Commission Web site.

The Commission found that current regulations stymie innovation, that the terra incognito of the Internet cries for "safe streets" and student privacy protections, and in the absence of funding mechanisms, the promise of digital-age education may not be met.

Call-To-Action

Barriers to implementing Web-based education included access to broadband connectivity, lack of research into how to achieve online learning on par with face-to-face classrooms, and producing content that leverages the tremendous capabilities of the Web.

Invoking images of the past national challenges posed by Sputnik and the race to the moon, the Web-based Commission believes that a national mobilization is necessary to place "e-learning" agenda as a centerpiece of our nation's federal education policy. While acknowledging that the Internet is not " a panacea for every problem in education," the Commission made a multitude of recommendations on how to make good on the Internet's promise for learning.

From Promise to Practice

The Commission has moved beyond questioning if the Internet can transform learning and should the time and energy be invested in Web-based learning. The Commission's theme is that it is time to move the power of the Internet for learning from promise to practice by:

- Making access equitably available to broadband and publicly supporting installation of the expensive "last mile" of wiring.
- Working to ensure that there

ERIC COPY AVAILABLE

is equitable distribution of bandwidth to minority groups, immigrant children, and remote areas.

- Training and support for educators and administrators. The Commission report encourages the new President and the 107th Congress to incorporate the best aspects of their findings into consideration when reauthorizing the Elementary and Secondary Education Act and subsequent Higher Education Act.
- Ensuring that the "learning moment" happens in the online learning environment by establishing a benchmark goal for federal research and development investment in Web-based learning.
- Ensuring adequate funding for "King Content". The Commission recommends that Congress articulate content development priorities, provide seed funding, and encourage public-private collaboration, especially for high need areas such as adult literacy, English as a Second Language, and Teacher Preparations.
- Revamping educational regulations designed for an earlier era. The report called for the revision of clock time regulations such as the "12-hour rule", classroom-based seat time requirements of the "50 percent rule," and incentive compensation prohibitions that are creating hurdles to students' enrolment in distance education programs.
- Protecting online learners and privacy concerns. Noting the limited value of blocking software, the Commission recommended creating non-commercial, high quality "safe zones" on the Web. While supporting the Children's Online Privacy Protection Act (COPPA), which went into effect in April, 2000 and the Internet Content Rating Association (ICRA), the Commission viewed them as a stop-gap measures.
- Sustaining adequate funding. The report called for creative financing initiatives that could include tax incentives, additional public-private partnerships, and the creation of a learning technologies trust fund.

No Horse and Buggy

Part of Web Commissioner Byer's job was to try and peer into the future shape of e-learning. He and the Commission are convinced that the Internet is "no fad." He mused about the un-imaginative makers of horse carriages who built the same equine-centric vehicle designed for animal power, incidentally equipped with an engine.

Byer noted the outcome of their lack of foresight because, "not a single horse-less carriage manufacturer went onto become a major car maker." He believes that the Web-based Education Commission report will help us deliver on the promise of the most transformative technology in history, the Internet.

The complete report and e-testimony is available at the Commission's Website at: http://www.webcommission.org

Steven Donahue is a Professor of ESL at Broward Community College in Flordia. Professor Donahue can be reached at sdonahue@broward.cc.fl.us

Professor Donahue is listed in the Commission's Report under Stakeholder Meetings with the Commission and has submitted "e-testimony" for Broward Community College on the Commission Web site regarding ESL learning on the Internet.

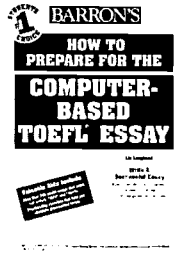
Look first to Barron's for ESL/EFL test preparation and more

Up-to-date, and reflecting the most recent actual tests, Barron's manuals, audiocassettes, compact discs, CD-ROMs, and other English-language teaching materials prepare students to excel. Experienced educators and students know it's smart to look first to Barron's for the best in ESL/EFL learning tools.

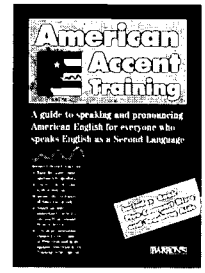
How to Prepare for the TOEFL®, 10th Ed.
Pamela J. Sharpe, Ph.D.



Here is comprehensive preparation for the Test of English as a Foreign Language. Choose Barron's test preparation manual according to any of these three options:
• The test preparation manual (book only)
• Book with compact discs
• The book with a CD-ROM
The manual contains eight full-length model TOEFL exams, while the optional book and compact disc package provides the audio for Listening Comprehension sections of all tests in the manual. The optional CD-ROM presents a practice TOEFL exam in a computer adaptive format, which is exactly the way the actual test is given. Audio versions of Listening Comprehension preparation can also be purchased separately.
• Book only: Paperback, 660 pp.,
ISBN 0-7641-1766-1, $14.95
• Book w/CD-ROM:
ISBN 0-7641-7466-5, $34.95
• Book w/Compact Discs (audio only):
ISBN 0-7641-7467-3, $29.95



How to Prepare for the Computer-Based TOEFL® Essay
Lin Lougheed
The TOEFL written essay counts for approximately 50% of the test taker's final grade. Here's instruction in organizing essay ideas, then developing the theme in clear, fluent, grammatical English.
Paperback, 240 pp.,
ISBN 0-7641-1479-4, $13.95
Now available



American Accent Training, 2nd Ed.
Ann Cook
Here's an unusual and effective approach to learning the rhythms and correct pronunciation of spken American English. An instruction book comes with 5 compact discs and other learning aids to help ESL students master American speech pattens. Paperback, 162 pp., with 5 CDs in vinyl album
ISBN 0-7641-7369-3, $39.95
Now available

BARRON'S

Barron's Educational Series, Inc.
250 Wireless Blvd., Hauppauge, NY 11788
Available at all bookstores or order Toll-free: 1-800-645-3476
Visit us at our Website: **www.barronseduc.com**

Committed to *Literacy* Success

Rigby is committed to collaborating with educators in teaching students to read and write. Through our many outstanding products and our quality courses and seminars, Rigby is the premiere provider of guided reading and balanced literacy materials and professional development offerings for literacy success.

ABCelebramos

Spanish phonemic awareness through music.

- Develops an awareness of the alphabetic principle
- Supports the 8 elements of phonemic awareness

Saludos!

Comprehension-based series with multicultural focus.

- Focuses on research-based teaching strategies
- Designed to enhance students' oral and written language skills
- Culturally relevant books written originally in Spanish

English in My Pocket

Singing, Chanting, Opening, and Moving into Learning!

- A multi-sensory language development program
- Designed for Stage 1 (Preproduction) and Stage 2 (Early Production) English Language Learners in the primary grades

Theme Packs

Engaging resources for English Language Learners.

- Multi-leveled packs address varying degrees of literacy-learning and language-learning needs
- Hands on activities support content areas—science, math, and social studies
- Addresses the five stages of English Language Acquisition and the four levels of English Literacy Development

Reach for Reading/ Reaching Up EN ESPAÑOL

Increasing Reading Skills One Student at a Time.

51

Reach for Reading is a one-on-one tutor program designed to bring the reading levels of at-risk students up to grade level. **Reaching Up** is for first through third grade students and **Reaching Higher** is for third through fifth grade students.

NEW!

Rigby PM Collection EN ESPAÑOL Starters One and Two–Básicos

- Leveled books for intervention
- Natural-sounding Spanish adaptations
- Focus on Spanish high-frequency words and sentence patterns

RISE (Responsive Instruction for Success in English)

RISE helps teachers acquire the necessary skills and strategies to support ELL/ESOL/ESL students while providing the scaffolding needed to give students access to the academic contents of your curriculum.

Rigby

1-800-822-8661
www.rigby.com

NEW!

Scott Foresman

Kindergarten Level



Contact your ESL Specialist

Accelerating English Language Learning
A Content-Based ESL Program

Jim Cummins, Anna Uhl Chamot,
Carolyn Kessler, J. Michael O'Malley, and Lily Wong Fillmore

Grades K-8

Pearson Education

www.longman.com/sfesl

Lessons For the One Computer Classroom



Barry Bakin offers some practical projects for teachers without access to full language labs.

Very few ESL teachers will have access to a complete computer lab for their students. It is more likely that you will get or be offered access to one, two or maybe three computers for your classroom. This article will focus on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms. The activities will use common programs found on most computers. At least one of the computers must be connected to a printer. I use a Windows/PC computer so the specific tasks will be described in those terms. Apple/Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out. More advanced skills, such as creating an image or importing an image into a document will be explained as they come up.

Incorporating projects into the ESL curriculum provides a reality-based component [illegible]nstruction. Students are rewarded for their in-class efforts with a real document that they can take home and show to their family or friends and which can also be displayed in the classroom, on a school bulletin board or posted on a website. Additionally, many school districts and programs are now being required to incorporate the learning of technical skills into the ESL curriculum. California adult schools, for example, are mandated to integrate SCANS (Secretary's Commission on Achieving Necessary Skills) components into the classroom. Using computers and technology is one such component.

Project # 1 "About Me"

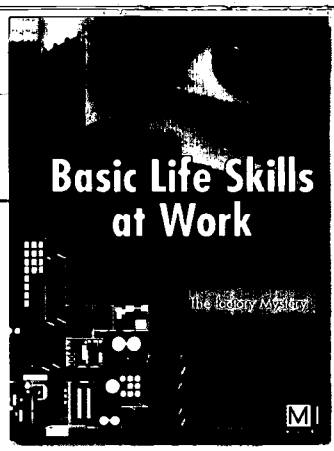
The first project is appropriate for all levels. It is simply a self-introduction. The students will write a few sentences about themselves, a simple paragraph, or a more complex essay depending on the class level. The project can be enhanced tremendously if a photo portrait of the student is inserted into the document. Grammar points that this project emphasizes are using the verbs "have" and "be" in the simple present tense and the simple present tense in general.

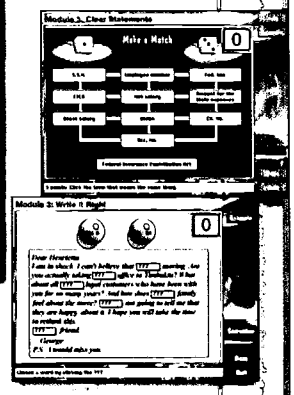
Preparation for this project includes creating a "model" document and ➡

ERIC COPY AVAILABLE

WINMAC

www.micro-intel.com





Basic Life Skills at Work

Basic Life Skills at Work is an adventure and strategy game involving a range of activities designed to improve the user's mastery of the English language, calculation and computer skills. It is a non-traditional and entertaining approach to adult education.

Users become detectives, utilizing their powers of observation and analysis to solve a mystery, while at the same time working on grammar, reading comprehension and basic arithmetic.

A Sampling of Activities in Basic Life Skills at Work : • Understand written instructions • Plan a problem-solving strategy • Find information in a text • Choose solutions or find alternative solutions, etc.

1200, Papineau avenue
Suite 301
Montreal (Quebec)
H2K 4R5

MI MICRO-INTEL

Phone : 514.528.1905
800.530.1770
Fax : 514.528.1770

gbernard@micro-intel.com

The Tool to Use for a World of Understanding

A SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

Featuring Three Channels of "Authentic Foreign Language Programming"

SCOLA's Live Video Streaming



<Things to Come>
Connect to our Webpage for the Future Site of The SCOLA "ESL" Network

http://www.scola.org

The way to stay in touch:

Tel: 712.566.2202, fax 712.566.2502,
email scola@scola.org,
or website www.scola.org

Literatura infantil que transforma vidas...



- Award winning collection of books for children and young adults
- Boardbooks, Picture books, Leveled Chapter Books
- Accelerated Reader titles

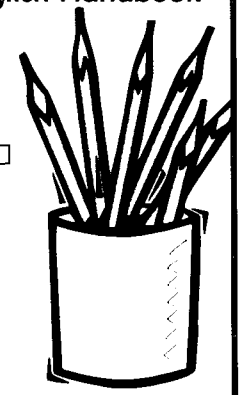
Contact us to request a FREE catalog!

Fondo de Cultura Economica USA, Inc.
publishers

2293 Verus Street
San Diego, CA 92154
Toll Free 1-800-5-FCE-USA
Tel. 619/429-0455
Fax 619/429-0827
Email: sales@fceusa.com
www.fceusa.com

An English Handbook

Write Right



Write Right **has an easy-to-use format.** It is organized into three sections: grammar, principles of writing, and writing for special audiences.

Write Right will prove beneficial to classroom teachers; high school, college, and graduate students; and people whose second language is English.

340 pages $15.95 (PDK members, $12.95)
Quantities of 100 or more, $10 each
Product Code: WRITE

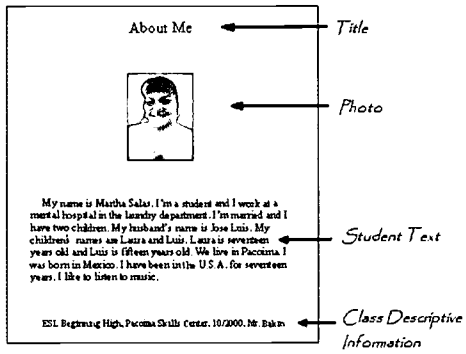
ORDER DIRECT . . . 800/766-1156 or 812/339-1156 or fax your purchase order to 812/339-0018. Orders can be e-mailed to orders@pdkintl.org. Include $3 shipping and handling on orders totaling $3 to $25; $5 on orders totaling $25.01 to $100; and 5% of total order on orders of $100 or more. Indiana residents add 5% sales tax.

Phone for a free catalog of Phi Delta Kappa products, or visit our website at www.pdkintl.org

Phi Delta Kappa International
Center for Professional Development & Services
P.O. Box 789, Bloomington, IN 47402-0789 • E-mail: cpds@pdkintl.org

introducing students to some basic keys on the keyboard. Decide if you will include a photo in the document. To include a photo in the project you can utilize one of three options: have students bring in a regular photograph to be glued, taped or stapled to the final document, use the photograph by scanning it and creating a jpeg or bitmap image which can be imported into the document, or use a digital camera to create the jpeg or bitmap image.

Step 1) Create a "model" document. A model document is simply a template that you will use again and again by inserting a student's information into the document and resaving it under the student's name. This keeps each student's finished project similar to all of the others and you don't have to retype the descriptive information at the bottom of the page each time. The photos and text will always appear in the same way. This provides an element of uniformity to the project. If you are planning to attach a physical photograph to the finished document, make sure that you leave room in your model. Use a standard type font (nothing too fancy) and a text size of at least 14 pts. You can italicize the text if you want. The descriptive information about your class at the bottom of the page serves as advertising for your class if you post the completed student work in a public space in the school. The model should look something like the picture (inset).



Save the model document in a folder named "About Me Stories". Call it "About Me Model". From now on, when a new student is ready to type their story, you can open the "Model" document, rename it using "Save As" with the student's name and save it under the new name. Print out one copy of the model and hang it on the wall so that students can refer to it.

Step 2) Now that your model document is ready, it is time to introduce the project to the class. Describe the project in general terms and show the students the model. I like to have the students write their stories using pencil and paper first. It is a good time to decide how much correction you want to do and how much correction you want the students to do by themselves. Correction in student writing is an entire issue in itself and not within the scope of this column. My method is to introduce a set of correction symbols and circle or indicate on the paper areas or words that need to be corrected. The students correct their work to the best of their ability and resubmit it. While I don't give them the correct answer, I will often supply a similar sentence demonstrating the correct form so that they can compare their version with a correct version and make the appropriate corrections. Repeat the correction process for as long as it takes to get an acceptable text. (What is acceptable depends on you, the ability of the student and where the finished project will be displayed.) I have used this method successfully in beginning high and beginning low levels as well as in advanced classes.

Step 3) Introduce the keyboard either in small groups, individually as students are assigned to work on the computer, or to the group as a whole depending on the set up of your classroom. I don't cover very much more than the letter keys, the shift key, the space key, and the backspace and delete key for fixing mistakes, and the arrow keys for moving around the document. At these first stages of using a computer in the class, I will do all other formatting and opening and saving of documents. All the students have to do is get their text into the document in some way. As the class gains more experience with using a computer, individual students will be able to do some of these tasks on their own.

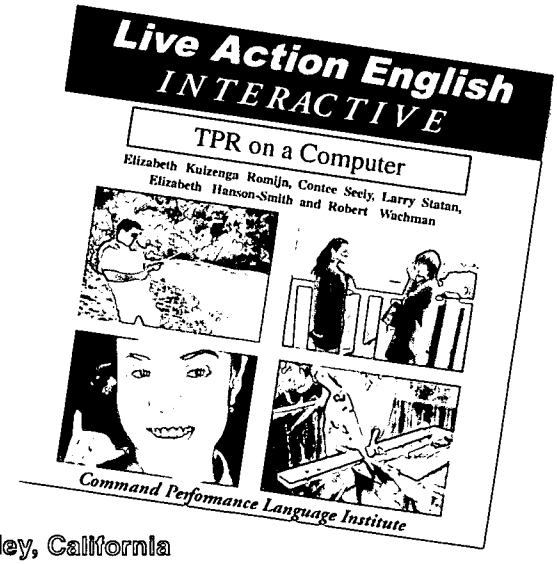
Step 4) Give the students time to work on their self-introductions. Correct papers as the students bring them to you. This can all be done in their notebooks. When you are finally satisfied that a student's paragraph or sentences are ready to proceed to the next step, that student can then be assigned to the computer. Open the "Model" document, save it under the student's name, delete the existing text and let the student begin to type in their story. You will find that some students can type quite well, while others will need to "hunt and peck". Since

"The program used most in our lab."
Kay Wade, Berkeley Adult School

Live Action English

- **The first TPR computer program**
- **High beginning/low intermediate**
- **3rd grade through college/adult**
- **12 engaging units**
- **Amazing interactive exercises**
- **Loads of video and high-quality photos and sound**
- **Windows and Mac**

7 interactive activities in every unit:
Watch, Listen, Interact, Watch & Read, Order, Verbs, Write



Published by Command Performance Language Institute, Berkeley, California
Available from SpeakWare:
see demo at www.speakware.com phone/fax (510) 222-2455 e-mail: sales@speakware.com

BEST COPY AVAILABLE

the computer will have to be shared, it will be your task to organize the constant movement of students from their regular class work to the computer to complete the project. One way is to make a chart with each student's name running vertically and the steps of the project being worked on running horizontally. It is then a simple task to check each step as it is finished. As a student finishes at the computer, you can then call another student to sit down and type.

Step 5) Insert a photo of the student into the document. If you are going to use an image-on-paper photo, remind the students to bring one in so it can be stapled, glued or taped to the final copy. If you have access to a scanner, the students will still have to bring in their photo.

You will then scan the picture, thereby creating either a bitmap (.bmp) or jpeg file, which will be saved either in the computer you are working on or on a floppy disk.

If you have a digital camera, take a nice "head shot" of the student and transfer the digital file to your computer using the appropriate method for your camera. (I use a Sony Mavica camera, which creates digital files directly on a regular 3-inch floppy). I like to import the photo image into a photo manipulation program such as *Easy Photo* by Storm Primax software, or *Adobe Photoshop* in order to crop or rotate the image. The final image should be about 1 inch wide and about 2 inches high when it is printed on the paper. In *Microsoft Word*, you can use the Insert/Picture/From File command to locate the image file on your hard drive or the floppy and insert it into the document. If you are using another word processing program use the appropriate steps for that program.

Step 6) Once the photo is inserted, take a look at the whole page to see if any adjustments or corrections are needed. If not, save it once again, and print it out. I make one copy to give to the student and one to display on the wall. Congratulate the student in front of the class and show everybody the completed work.

This project can take anywhere from a week to a month or more to complete depending on the size of the class and the technical skills of the students. You will want to have another project ready to go for those who finish. Look for Project #2 in a future issue!

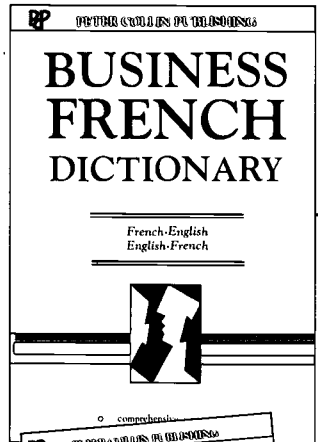
Advice

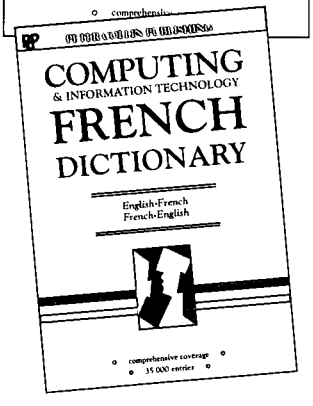
Tips for working with computers and beginning students

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants.
- Create a new document to help you organize and print out the completed projects. Call the new document "About Me Book". As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "About Me Book" as a new page (At the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This will allow you to print out a complete or partial set of pages without having to open each student's document individually.

Barry Bakin is an ESL Teacher in the Los Angeles Unified School District. He teaches in the ESL computer lab at Pacoima Skills Center.

BILINGUAL RESOURCES





*We publish a wide range of bilingual dictionaries for students, professionals and translators. Languages includes Chinese, French, German, Portuguese, Spanish - visit our website (**www.petercollin.com**) for full details.*

Bilingual French Dictionaries

Respected, comprehensive bilingual English-French dictionaries covering specialist subjects. Each includes thousands of terms (for example, 50,000 business terms in the Business dictionary), together with an accurate translation, derived words and example sentences.

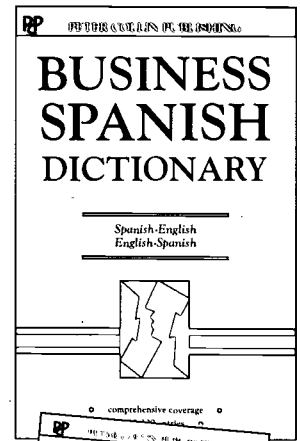
Business French: Book: 0-948549-64-5 CD-ROM 0-948549-77-7
Computing French: Book: 0-948549-65-3

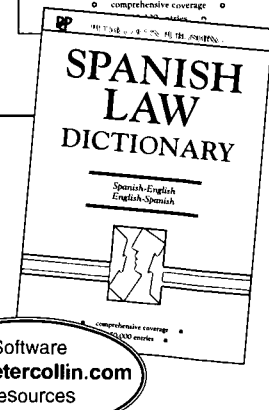
A dictionary I wouldn t hesitate to recommend
International Translators Institute

Bilingual Spanish Dictionaries

Bestselling range of comprehensive bilingual dictionaries covering business and legal terms. Each title includes thousands of terms (over 50,000 legal terms in the Law dictionary), together with an accurate translation, derived words and example sentences.

Business Spanish: Book: 0-948549-90-4 CD-ROM 0-948549-42-4
Spanish Law: Book: 1-901659-09-7





Software
www.petercollin.com
Resources

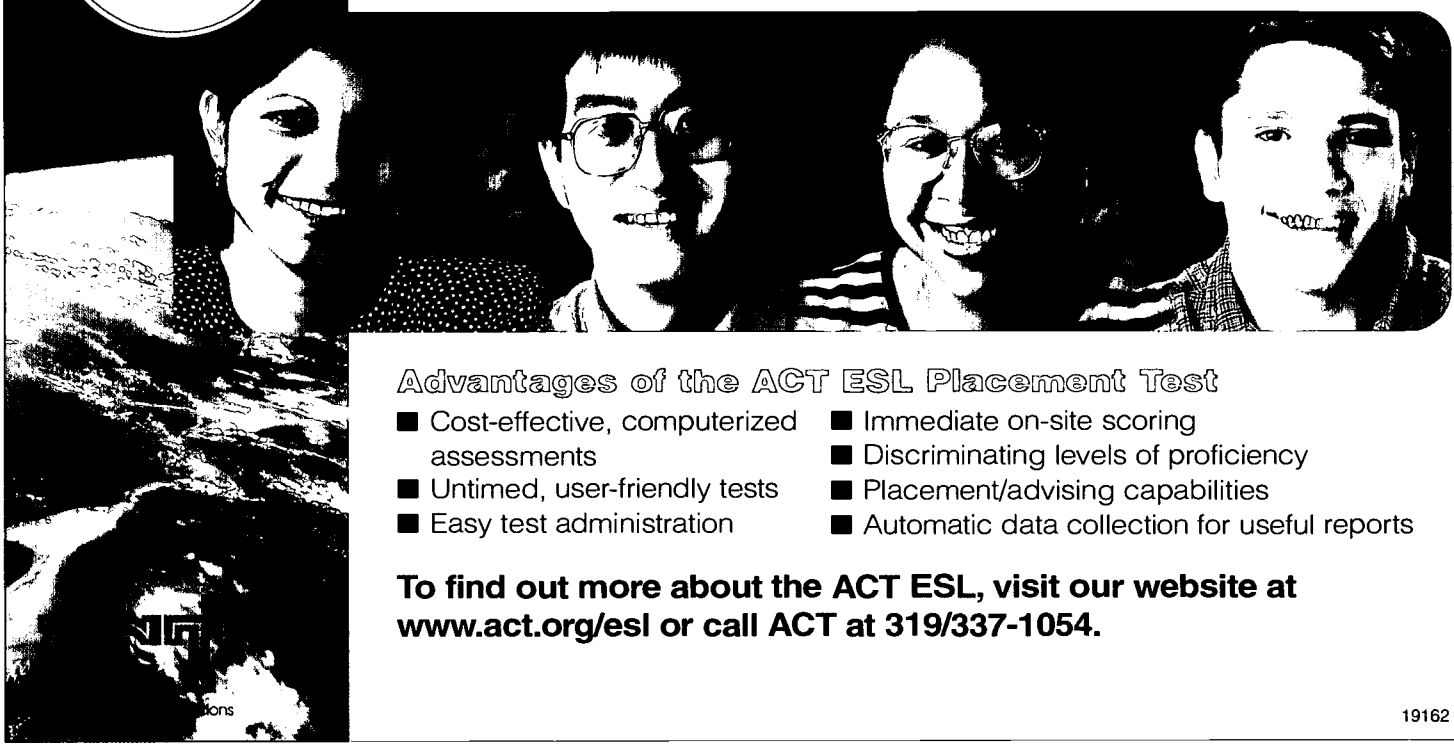
Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage



Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

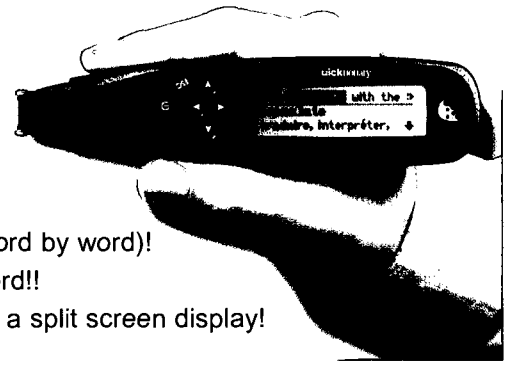
19162

Scan an Entire Line of Text and See Rapid Word-by-Word Translation!



Reading and understanding a foreign language has never been easier or more fun. Students will continue learning - even out of the classroom!

Quicktionary II



Scans and translates a full line of text in seconds (word by word)!
Hear the entire line of scanned text, or a selected word!!
See the scanned text and its translations together on a split screen display!
Store the last 80 scanned words for easy review!
Download additional dictionaries from the WizCom web site!

***Quicktionary II** is the perfect tool for **students** and **teachers**, or anyone who needs to translate between English and another language. Now your students can read, understand and communicate more effectively. It includes definitions of over 480,000 words and idioms and works with printed material in a wide range of fonts and letter sizes. Available in 28 languages. Comes complete with batteries and a protective carrying case.*

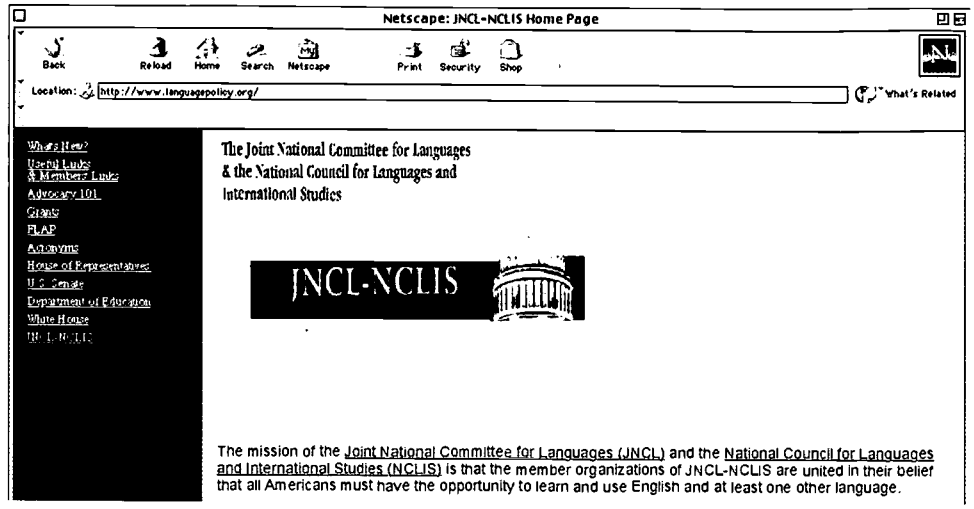
Call Toll-Free 1-888-777-0552

Quicktionary II is available now for $199

(does not include shipping and handling)

Wizcom Technologies Inc. • 257 Great Road • Acton, MA 01720
Tel: 978-635-5357 • Fax: 978-929-9228 • Email: usa.info@wizcomtech.com
Web site: www.wizcomtech.com





Want to get your own way? Get political.

EDUCATORS! Wake up! Speak up! Your opponents are better organized than you and they are getting what they want from your elected officials. You will be left holding an empty school bag. As we know from the last presidential election, being smart and right doesn't mean you'll prevail.

Bilingual education has become a divisive issue rather than a unifying one. Rather than interpreting bilingual education as a privilege for all students, both native and non-native speakers of English, to be proficient in English and at least one other language, bilingual education is being interpreted as a special right for LEP students. The phrase "special right" is the red flag for those who already have rights—basic rights—and who fear that something will be taken away from them if the disenfranchised have equal rights.

So let's change people's opinions. Let's be educators and educate those who make decisions that influence our lives. At least 50% of Americans are on your side; let's shift the balance more to our favor.

The Joint National Committee on Languages (http://www.languagepolicy.org), founded in 1976, represents over 60 language-related organizations. Along with the National Council for Languages and International Studies, the JNCL advocates for multilingualism. Their Web site has well-thought out lists of activities potential lobbyists should follow. They call the section Advocacy 101.

Unfortunately, Advocacy 101 is simply an introduction, a survey course. The guidelines are general and no specific topics are addressed. On the other hand, the advocacy pages for TESOL (http://www.tesol.org/advocacy/index.html) and those for the National Education Association (http://www.nea.org/issues/bilingual/) list specific issues, but don't guide the reader to doing anything about it. But the Board of CATESOL takes a stand on specific propositions coming to a vote and links readers to a site with action links like e-mailing legislators.

The CATESOL model is a good one. What we harried teachers need is an advocacy site that tells us what the issues are, whom we contact about them, and what we say to be effective and persuasive.

Let's look at the competition.

The Web site for English First (http://www.englishfirst.org) doesn't waste any time. Right on its homepage, it lists Executive Orders and bills in congress. The site demands the readers "E-mail Congress NOW." I clicked on the lead issue, the attempt to repeal Executive Order 13166, which according to the site "makes the inability to speak English a protected civil right."

The English First site claims that " the inability to speak English [is] something which can be remedied by a few hours in a language class." Any visitor to that site who agrees with that claim simply types in his or her zip code and is presented with the federal representatives of that district. The site visitor can click on the photo of the senator or congressional representative and see his or her voting record on specific issues that directly affect our lives in the classroom. Typing your zip code also gets you a media guide so you can easily send your opinion to every columnist, television network, magazine, journal, and syndicate in your area.

You can turn the tables here though. You can use the English First Web site and its powerful database maintained by Capitol Advantage (http://www.capitoladvantage.com) to your own advantage. Use their data and your opinions.

Not all issues are at the federal level and there are sites of other associations that recognize the importance of constituent pressure. You can find contacts using the Gay, Lesbian, and Straight Education Network's database (www.glsen.org/templates/action/index.html).

It would be great if we had pertinent issues, lobbying tips, sample letters, and contact information all in one spot. NABE (http://www.nabe.org) is redesigning its Web site at press time. Let's hope that NABE, JNCL, and our other professional associations make it easier for us to support our mutual goals.

Lin Lougheed is president of Instructional Design International, based in Washington D.C.

LEARN SPANISH IN
Complete Spanish Immersion
Small Groups - All Levels
Courses Year Round
Exciting Excursions and More...
SPANISH INSTITUTE
Agents Welcome!
15 Poniente, N° 504 Puebla, Pue. México Tel.: +52-22-40-8692
http://www.sipuebla.com e-mail: info@sipuebla.com

BEST COPY AVAILABLE

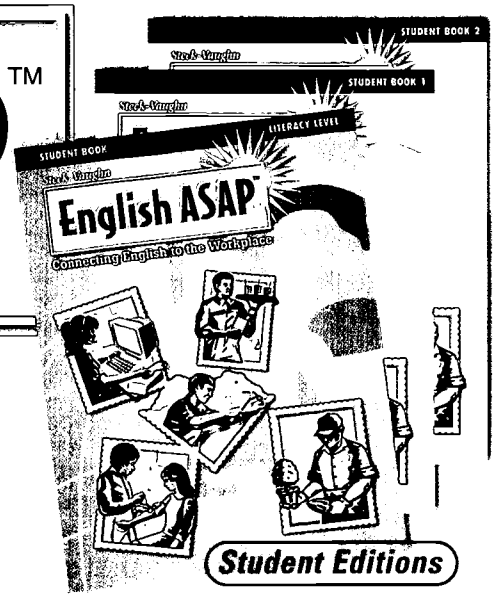
English ASAP™

Connecting English to the Workplace

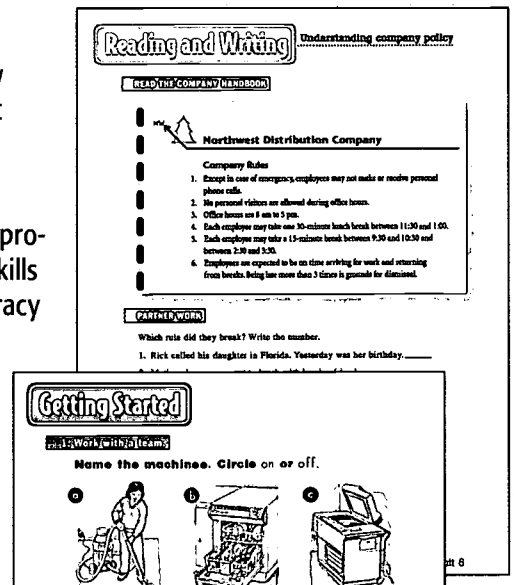
Work-related language and skills are the most important things you can teach new residents. With *English ASAP,* you can get low-level ESL and literacy learners ready for work.

English ASAP is the most comprehensive program for developing essential language skills and SCANS competencies in ESL and literacy learners.

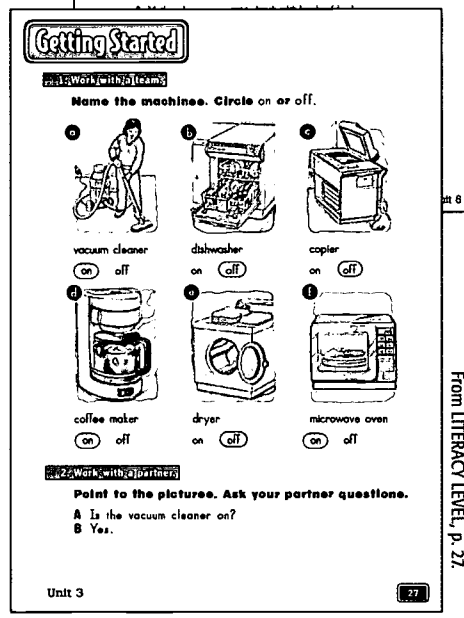
- Practice exercises in each unit develop SCANS-based listening, speaking, reading, and writing skills.
- Culture Notes stimulate conversation about key aspects of the U.S. workplace.
- A Performance Check at the end of each unit offers a thorough evaluation of skills, and a Performance Review checklist allows instructors and learners to summarize skill successes and relate new skills to job and career interests.



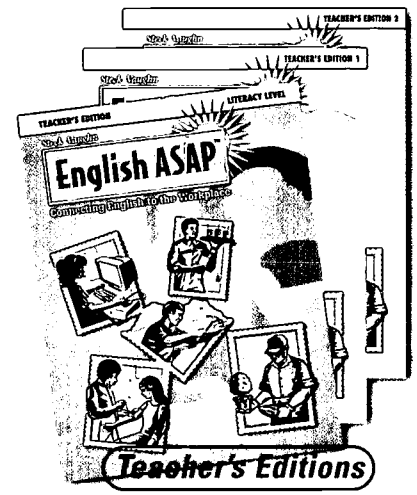
Student Editions



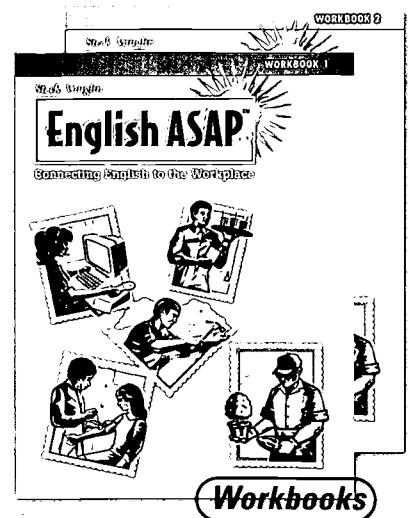
From LEVEL 2, p. 70.



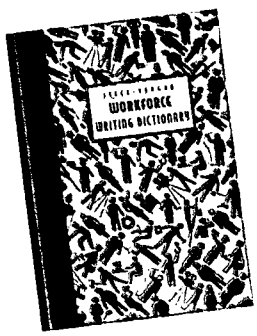
From LITERACY LEVEL, p. 27.



Teacher's Editions



Workbooks



WORKFORCE WRITING DICTIONARY

Every job is different, and this personalized resource enables learners to focus on and record the words that are most useful to them day to day.

With this book, learners are able to create a completely customized dictionary of key words and phrases that they need to succeed at their jobs.

Audio cassettes contain all dialogues and listening activities, giving learners experience with a variety of native speakers in authentic workplace situations.



Audio Cassettes

Order toll free
1-800-531-5015

STECK-VAUGHN COMPANY
ELEMENTARY • SECONDARY • ADULT • LIBRARY
A Division of Harcourt Brace & Company
P.O. Box 690789
Orlando, FL 32819-0789

ish ASAP is a trademark of Steck-Vaughn Company.

THE SLANGMAN GUIDE TO REDUCTIONS, CONTRACTIONS, & SHORTCUTS

At a recent TESOL conference, I was talking with three enthusiastic and excited students from Brazil, who were eager to know more about American slang. During our conversation, one of the people working with me at the booth interrupted us on his way to lunch: "D'jeet jet 'cause I'm gonna get som'm t'eat. Ya want 'nee thing?" I said, "Sher. Could'ja gemme a san'wich 'n som'm ta drink?" "Sher. No prob. Be back 'n a sec." As I turned back, my new Brazilian friends looked stunned! It became clear that, aside from learning the basics of our language, nonnative speakers of English have to deal with two very important issues: what we say (i.e. slang and idioms) and how we say it (reductions, contractions, and shortcuts in speech).

To practice, let's read *Goldilocks and the Three Bears* written in common reductions...

"Once apon a time, there w'z a liddle girl named Goldilocks who thod id'd be fun da take a walk 'n the woods. So, she starded oud on 'er journey. Afder 'bout thirdy minutes 'r so, she nodiced a liddle coddage 'n the distance. She carefully wen' over da see 'ef anyone w'z there. She knocked on the door a couple 'a times, b't no w'n answered. She wan'ed ta give 'em one more chance ta answer, so she knocked really hard. B'd all 'ev a sudden, the door opened! Whoever lived there fergot ta lock it. Being preddy inquisidive, Goldilocks walked in ta take a look aroun' the place.

She nodiced s'm food on the table ride away an' thought to 'erself, "I didn' eat 'nything all day 'n now I'm dyin' 'a hunger! I'm sher th't whoever lives here wouldn' mind 'ef I had a liddle taste 'a this wonderful porridge!" So, she picked up a spoon 'n tasted the porridge 'n the big bowl, b'd it w'z too hot. Then, she took a taste 'a the porridge 'n the medium size bowl, b'd it w'z too cold. Then, she figured she odda tas' the porridge 'n the tiny liddle bowl. "Mmm mmn," she said. "This porridge 'ez JUST right!" An' b'fore she knew it, she'd gulped the whole thing down! B't she didn' stop there. She wen' inta the kitchen 'n ade ev'rything 'n sight. Exhausted afder eading so much, Goldilocks w'z starding da get a liddle tired 'an thought she bedder si'down 'n rest b'fore she leaves. She wen' inta the livingroom 'n coun'ed three chairs. She firs' climbed inta the big chair b'd it w'z too hard. Then, she sad 'n the medium size chair b'd it w'z too soft. Next, she sad 'n Baby Bear's liddle chair. "Ahhhh," she said. "This chair 'ez just right!" Jus' then, there w'z a loud CRACK! an' the liddle chair broke! "I couldn'a done that! It musta b'n broken b'fore I sad 'n it."

Having nowhere da rest, she decided da go da the bedroom ta take a liddle nap b'fore headin' home. She wen' upstairs ta the bedroom 'n said, "I'm gedding really sleepy." So, she pulled down the covers 'n climbed inta the big bed b'd it w'z too hard. Then, she tried da get comfy 'n the medium size bed b'd it w'z too soft. So, she climbed inta Baby Bear's liddle bed, an' it w'z just right. And 'n the blink 'ev 'n eye, she w'z fast asleep. A few moments lader, the three Bears 'oo lived there came back fr'm their walk. Suddenly Papa cried out, "Someone's b'n eading my porridge!" Then Mamma cried out, "Someone's b'n eading MY porridge!" An' then Baby Bear cried out, "Some's b'n eading MY porridge an' they've eaten id ALL UP!" Someone w'z eading th'm oudda house 'n home.

Then the three Bears nodiced their chairs 'n the living room. "Someone's b'n sidding 'n my chair!" Papa Bear said. "Someone's b'n sidding 'n MY chair!" Mamma Bear said. "Someone's b'n sidding 'n MY chair," Baby Bear cried. "An' they todally busded it ta pieces!"

Afraid th't someone may be 'n their house, they slowly wen' up the stairs ta investigate. They en'ered the bedroom 'n nodiced something w'z wrong. "Someone's b'n sleeping 'n my bed!" Papa Bear shouded. "Someone's b'n sleeping in MY bed!" Mamma Bear udderd. "Someone's b'n sleeping in MY bed," Baby Bear squeaked. "AN' THERE SHE IS!" Suddenly Goldilocks woke up 'n didn' know what ta do! She w'z so scared th't she couldn' even speak.

*Fin'lly, she darded down the stairs 'n oudda the house. She moved her feed 'ez fast 'ez they could go 'n didn' stop until she w'z back 'ed 'er own house. Needless ta day, Goldilocks never wandered far fr'm 'er own home afder thad experience! **Thee End***

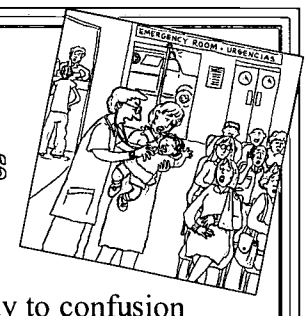
"Slangman" David Burke updates the world on American slang and idioms eight times a month on Voice of America, broadcasting to 100 million listeners worldwide. To contact David Burke, or for information about his new series on slang and idioms please go to www.slangman.com



Men Can Get Embarrassed, Too!

Confusing English Vocabulary for Spanish Speakers

Richard Firsten



Rosa: Help! My baby! He's intoxicated!
Nurse: Your baby's intoxicated? You gave him alcohol?
Rosa: Alcohol? !Ay, Dios mío! You don't understand! I think he ate something I put on the floor to kill the mice!
Nurse: Oh no! You mean he's been poisoned!
Rosa: !Por Dios! Ayúdelo, por favor!



Discover the remedy to confusion between similar English and Spanish words! This all new workbook features interactive exercises and explanations for *éxito* in learning English or Spanish (not *exit*, but *success!*).To order your copy, contact Alta!

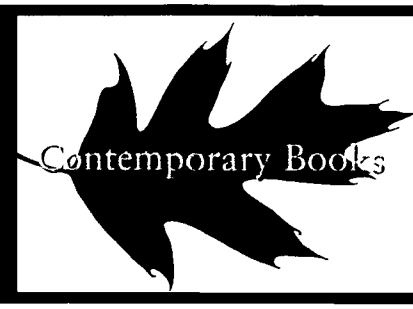
ISBN 1-882483-81-2 $16.95

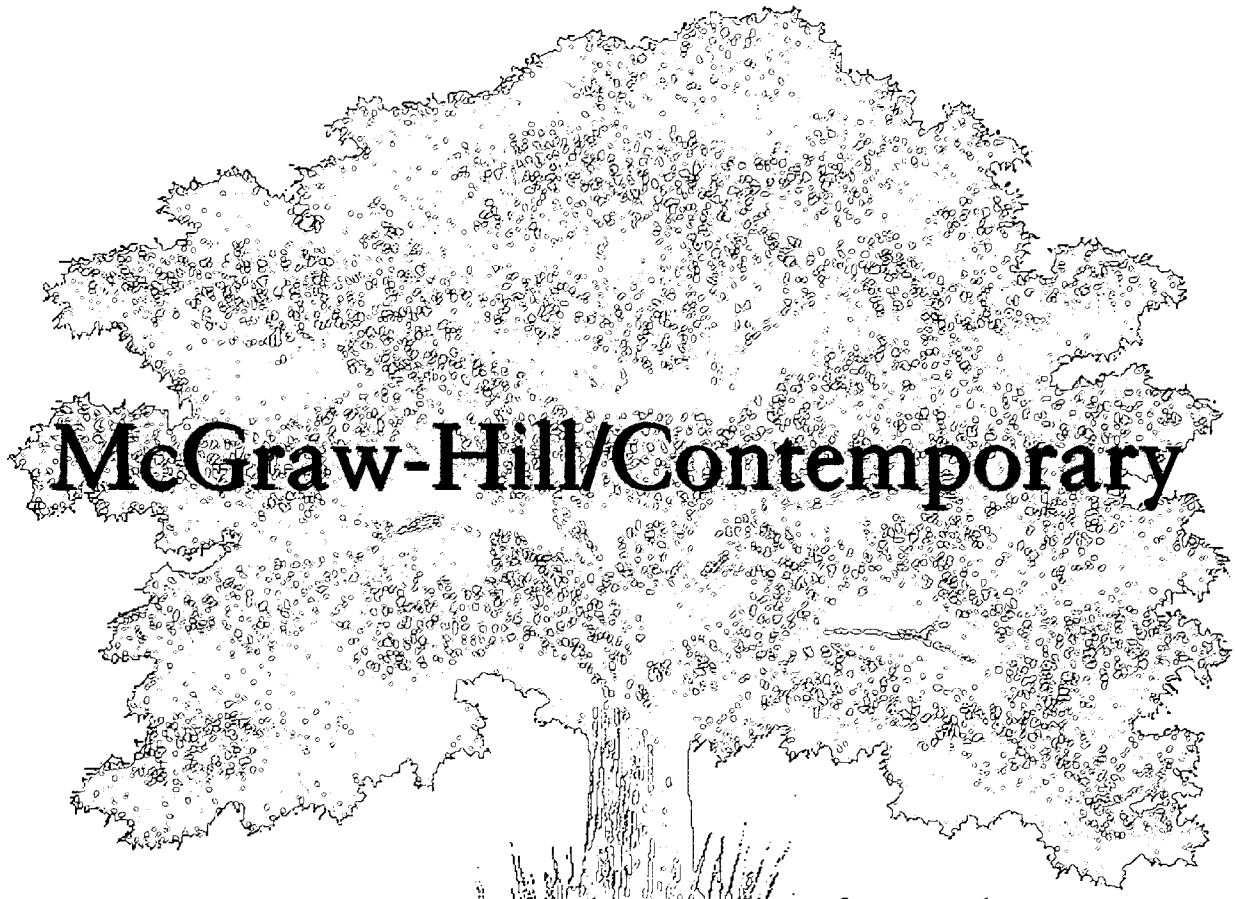
Alta Book Center Publishers
14 Adrian Court, Burlingame, California 94010 Phone:800 ALTA/ESL • 650.692.1285 (Inter'l)
Fax: 800 ALTA/FAX • 650.692.4654 (Inter'l) Email: info@altaesl.com • Website: www.altaesl.com

BEST COPY AVAILABLE



HAVE JOINED TOGETHER
TO BRING YOU



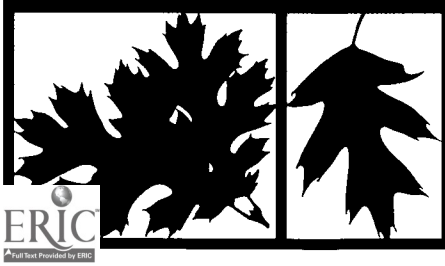


McGraw-Hill/Contemporary

Dynamic Choices for the ESL/ELT Global Community

VISIT OUR BOOTHS AT CABE, NABE, AND TESOL 2001

- For a complete listing of our presentations
- To meet our editors and ESL/ELT specialists
- To see our new line of student and teacher materials for Pre-Primary through Secondary, Adult Education, and College levels

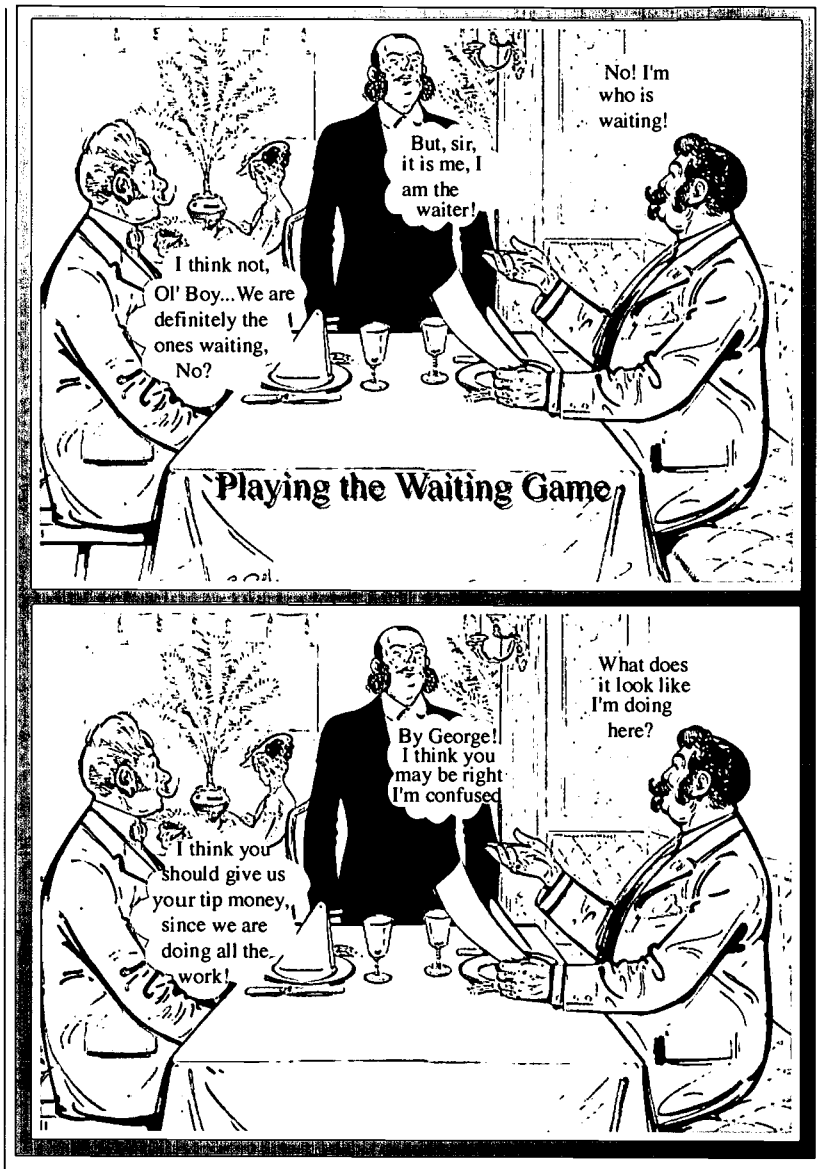


1-800-624-7294

McGraw-Hill/Contemporary
A Division of The McGraw-Hill Companies
Two Penn Plaza
New York, New York 10121



English is Crazy!



English is the most widely spoken language in the history of our planet, used in some ways by at least one out of seven human beings around the globe. Half of the world's books are written in English, and the majority of international telephone calls are made in English. Sixty per cent of the world's radio programs are beamed in English, and more than 70 per cent of international mail is written and addressed in English. Eighty per cent of all computer texts, including Web sites, are stored in English.

English has acquired the largest vocabulary of all the world's languages, perhaps as many as two million words, and has generated one of the noblest bodies of literature in the annals of the human race. Nonetheless, it is now time to face the fact that English is a crazy language—the most loopy and wiggy of all tongues.

In what other language do people drive in a parkway and park in a driveway?

In what other language do people play at a recital and recite at a play?

Why does night fall but never break and day break but never fall?

Why is it that when we transport something by car, it's called a *shipment*, but when we transport something by ship, it's called *cargo*?

Why do we pack suits in a garment bag and garments in a suitcase?

Why do we call it *newsprint* when it contains no printing but when we print on it we call it a *newspaper*?

Why—in our crazy language—can your nose run and your feet smell?

Language is like the air that we breathe. It's invisible, inescapable, indispensable, and we take it for granted. But, when we take the time to step back and listen to the sounds that escape from the holes in people's faces and to explore the paradoxes and vagaries of English, we find that hot dogs can be cold, darkrooms can be lit, homework can be done in school, nightmares can take place in broad daylight while morning sickness and daydreaming can take place at night, tomboys are girls and midwives can be men, hours—especially happy hours and rush hours—often last longer than 60 minutes, quicksand works *very* slowly, boxing rings are square, silverware and glasses can be made of plastic and tablecloths of paper, most telephones are dialed by being punched (or pushed?), and most bathrooms don't have any baths in them at all. In fact, a dog can go to the bathroom under a tree—no bath, no room; it's still going to the bathroom. And doesn't it seem a little bizarre that we go to the bathroom in order to go to the bathroom?

Why is that a woman can man a station but a man can't woman one, that a man can father a movement but a woman can't mother one, and that a king rules a kingdom but a queen doesn't rule a queendom.

Sometimes you have to believe that all English speakers should be committed to an asylum for the verbally insane:

In what other language do they call the third hand on the clock the second hand?

Why do we call them *apartments* when they are all together?

Why do we call them *buildings*, when they are already built?

Why is it called a TV set when you only get one?

Why is *phonetic* not spelled phonetically? Why is it so hard to remember how to spell *mnemonic*? Why doesn't *onomatopoeia* sound like what it is? Why is the word *abbreviation* so long? Why is *diminutive* so undiminutive? Why does the word *monosyllabic* consist of five syllables? Why is there no synonym for *synonym* or *thesaurus*? And why is there an *s* in lisp?

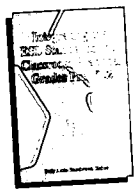
English in crazy.

If adults commit adultery, do infants commit infantry? If olive oil is made from olives, what do they make baby oil from? If a vegetarian eats vegetables, what does a humanitarian consume? If *pro* and *con* are ➡

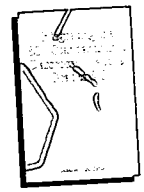
Now you'll know what to do with TESOL's pre-K–12 ESL standards in your classroom!

Integrating the ESL Standards Into Classroom Practice
Suzanne Irujo, Series Editor

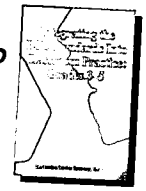
It's time to bring the *ESL Standards for Pre-K–12 Students* to life in the classroom. The four volumes in *Integrating the ESL Standards Into Classroom Practice* expand upon the groundbreaking work contained in previous TESOL standards publications. By demonstrating creative ways to implement the standards, the writers give teachers guides to good practice, enabling them to succeed in incorporating the ESL standards into other units and lessons they develop. These volumes will serve as a springboard to effective curriculum planning for ESL students.



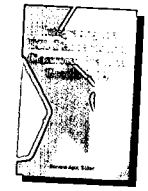
Integrating the ESL Standards Into Classroom Practice: Grades Pre-K–2
Betty Ansin Smallwood, Editor
Order No. 846, ISBN 0-939791-84-6.
$35.95 (TESOL members $24.95)



Integrating the ESL Standards Into Classroom Practice: Grades 6–8
Suzanne Irujo, Editor
Order No. 862. ISBN 0-939791-86-2.
$35.95 (TESOL members $24.95)



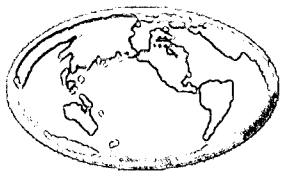
Integrating the ESL Standards Into Classroom Practice: Grades 3–5
Katharine Davies Samway, Editor
Order No. 854, ISBN 0-939791-85-4.
$35.95 (TESOL members $24.95)



Integrating the ESL Standards Into Classroom Practice: Grades 9–12
Barbara Agor, Editor
Order No. 870, ISBN 0-939791-87-0.
$35.95 (TESOL members $24.95)

Order all four volumes together and receive a 15% discount!

TESOL™
To order, contact TESOL Publications, PO Box 753, Waldorf, Maryland 20604–0753 USA
Telephone: 301-638-4427 or 301-638-4428 • Toll free: 1-888-891-0041
Fax: 301-843-0159 • E-mail: tesolpubs@tasco1.com • Or visit TESOL Online: http://www.tesol.org/



American Business English Internet School ™

Powerful Internet Language Training for International Executives

Powerful, Innovative, Business English Teacher Training!

Need Business English Certification?

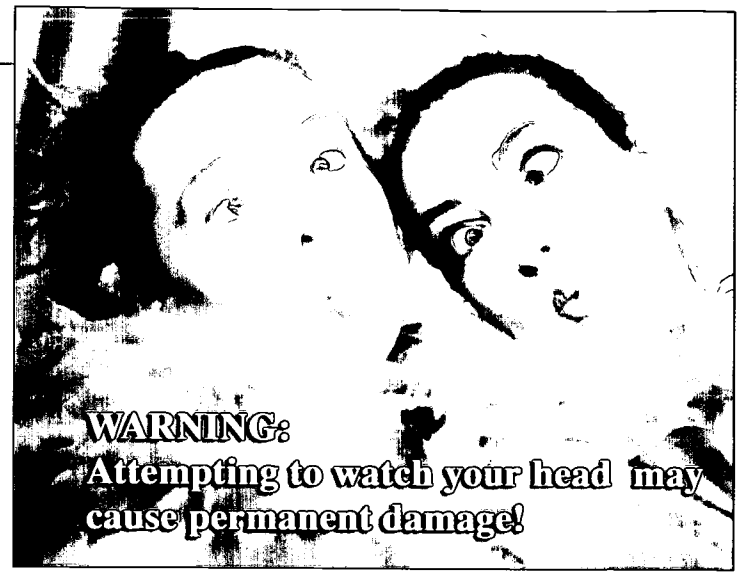
Are you TEFL qualified but needing Business English certification?
American Business English Internet School now offers the Certificate in Teaching Business English (CTBE) online. Enhance your professional skills:

* Learn online at your convenience with leading-edge technology
* Comprehensive, proven program including all essential aspects
* Frequent interaction and feedback
* Regular Self Tests to assess your progress
* Expert, friendly, 24/7 instructors.

For more inforrmation or to reserve your place for the next session, please send e-mail to: CTBE@bizenglish.com

Also visit us online at:
www.bizenglish.com
Amercian Business English
Internet School
Boulder, Colorado, USA

If you can surf the Internet, you can learn Business English online!



opposites, is *congress* the opposite of *progress*? Why is it that a woman can be a vision, but not a sight—unless your eyes hurt? Then she can be a "sight for sore eyes".

A writer is someone who writes, and a stinger is something that stings, but fingers don't fing, grocers don't groce, hammers don't ham, humdingers don't humding, ushers don't ush and haberdashers don't haberdash.

If the plural of *tooth* is *teeth*, shouldn't the plural of *booth* be *beeth*? One goose, two geese—so one moose two meese? One index, two indices, one Kleenex, two Kleenices? If the teacher taught, why isn't it also true that the preacher praught? Why is it that the sun shone yesterday while I shined my shoes, that I treaded water and then trod on the beach, and that I flew out to see a World Series game in which my favorite player flied out?

If we conceive a conception and receive a reception, why don't we grieve a greption and believe a beleption? If a firefighter fights fire, what does a freedom fighter fight? If a horsehair mat is made from the hair of horses, from what is a mohair coat made?

A *slim chance* and a *fat chance* are the same, as are a *caregiver* and a *caretaker*, a *bad licking* and a *good licking*, and "What's going on?" and "What's coming off?". But a *wise man* and a *wise guy* are opposites. How can the weather be as *hot as hell* one day and *cold as hell* the next?

How can valuable objects be less valuable than invaluable ones? If *uplift* is the same as *lift up*, why are *upset* and *set up* opposite in meaning? Why are *pertinent* and *impertinent*, *canny* and *uncanny*, and *famous* and *infamous* neither opposites nor the same?

How can *raise* and *raze* and *reckless* and *wreckless* be opposites when each pair contains the same sound?

Why is it that when the sun or the moon or the stars are out, they are visible, but when the lights are out they are invisible; and that when I wind up my watch, I start it, but when I wind up this article I end it?

English is a crazy language.

How can it be easier to assent than to dissent but harder to ascend to decend? Why is it that a man with hair on his head has more hair than a man with hairs on his head; that if you decide to be bad forever, you choose to be bad for good; and that if you choose to wear only your left shoe, then your left one is right and right one is left? Right?

Small wonder that we English users are constantly standing meaning on its head. Let's look at a number of familiar English words and phrases that turn out to mean the opposite of or something very different from what we think they mean:

A waiter. Why do we call those food servers *waiters*, when it's actually the customers that do the waiting?

I really miss not seeing you. Whenever people say this to me, I feel like responding. "All right, I'll leave!" Here the speakers throw in a gratuitous negative, not, even though I really miss seeing you is what they want to say.

A nonstop flight. Never get one of these. You'll never get down.

A near miss. *A near miss*, in reality, is a collision. A close call is actually a *near hit*.

A hot water heater. Who heats hot water? This is similar to **garbage disposal**. Actually, the stuff isn't garbage until after you dispose of it.

Doughnut holes. Aren't those little treats really *doughnut balls*? The holes are what is left in the original doughnut. (And if candy cane is shaped like a cane, why isn't a doughnut shaped like a nut?)

It's neither here nor there. Then where is it?

Extraordinary. If *extra-fine* means "even finer than fine" and *extra-large* "even larger than large" why doesn't *extraordinary* mean "even more ordinary than ordinary.

Daylight saving time. Not a single second of daylight is saved by this ploy.

Put on your shoes and socks. This is an exceedingly difficult maneuver. Most of us put on our socks, then our shoes.

Watch your head. I keep seeing this sign on low doorways, but I haven't figured out how to follow the instructions. Trying to watch you head is like trying to bite your teeth.

I'm speaking tongue in cheek. So how can anyone understand you?

Skinny. If *fatty* means "full of fat", shouldn't *skinny* mean "full of skin"?

English is weird.

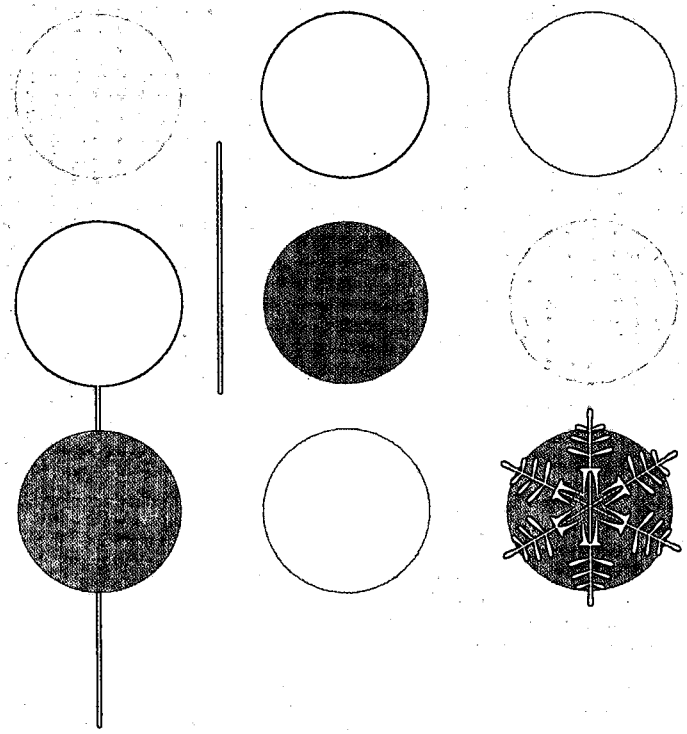
If truth be told, all languages are a little crazy. As Walt Whitman might proclaim, they contradict themselves. That's because language is invented, not discovered, by boys and girls and men and woman, not computers. As such, language reflects the creative and fearful asymmetry of the human race, which of course, isn't really a race at all.

That's why we wear a pair of pants but, except on very cold days, not a pair of shirts. That's why men wearing a bathing suit and bathing trunks at the same time. That's why there is a team in Toronto called the *Maple Leafs* and another in Minnesota called the *Timberwolves*.

That's why *six*, *seven*, *eight* and *nine* change to *sixty*, *seventy*, *eighty* and *ninety*, but *two*, *three*, *four* and *five* do not become *twoty*, *threety*, *fourty* and *fivety*. That's why first-degree murder is more serious than third degree murder but third-degree murder is more serious than a first-degree burn. That's why we can open up the floor, climb the walls, raise the roof, pick up the house and bring the house down.

Still you have to marvel at the unique lunacy of the English language, in which you can turn a light on and you can turn a light off and you can turn a light out, but you can't turn a light in; in which the sun comes up and goes down, but prices go up and come down—a gloriously wiggy tongue in which your house can simultaneously burn up and burn down and your car can slow up and slow down, in which you fill in a form by filling out a form, in which your alarm clock goes off by going on, in which you are inoculated for measles by being inoculated against measles, in which you add up a column of figures by adding them down, and in which you first chop a tree down—and then you chop it up.

Richard Lederer is "America's Super-duper Blooper Snooper".



New Year's resolutions: Visit Europe for free. Visit Latin America for free. Visit Australia (also for free).

Believe it or not these could be the easiest resolutions you make. We're Explorica, the only educational travel company built for the 21st century. By using emerging internet, digital, and cellular technologies to streamline the travel process and handle all the arrangements, we make it easier for you to give your students the experience of a lifetime in Europe, Latin America or Australia. And because you're a teacher, we do your trip at the lowest possible price. Free. For more information call us toll-free at 888-310-7120 or log onto explorica.com.

BEST COPY AVAILABLE

© 2000 Explorica

"For a teacher like me, ELLIS is a dream come true. ELLIS provides endless practice that frees my time to do more individual work with students."

Nancy Steward
ESOL Coordinator, Del Mar College

"Since 1993, ELLIS has been our cornerstone ESL program. This exceptional software is highly regarded by teachers and students both. We often recommend ELLIS for the strength of the product design and management system. ELLIS is simply one of the best ESL programs available."

Judith Sotir
Director Innovative Tech Design
Center of Excellence, Waubonsee College

"ELLIS is an outstanding program that we are using to enhance our ESL/Bilingual program. Through the use of technology, the ELLIS applications provide the 'extra' instructors we needed. Our students will now have the additional, individualized drill and practice activities that are impossible to provide in the regular classroom structure."

Dr. Sharon Bender
Principal, Carl Shurz High School



ELLIS QUALITY



ELLIS

888.756.1570 | sales@ellisworld.com

Sure we've won Technology and Learning magazine's prestigious Award of Excellence for the second year in a row. But it's the praise of students, teachers, institutions, and superintendents that really makes us happy.

ellisworld.com

get quality

us at NABE '01 and TESOL '01

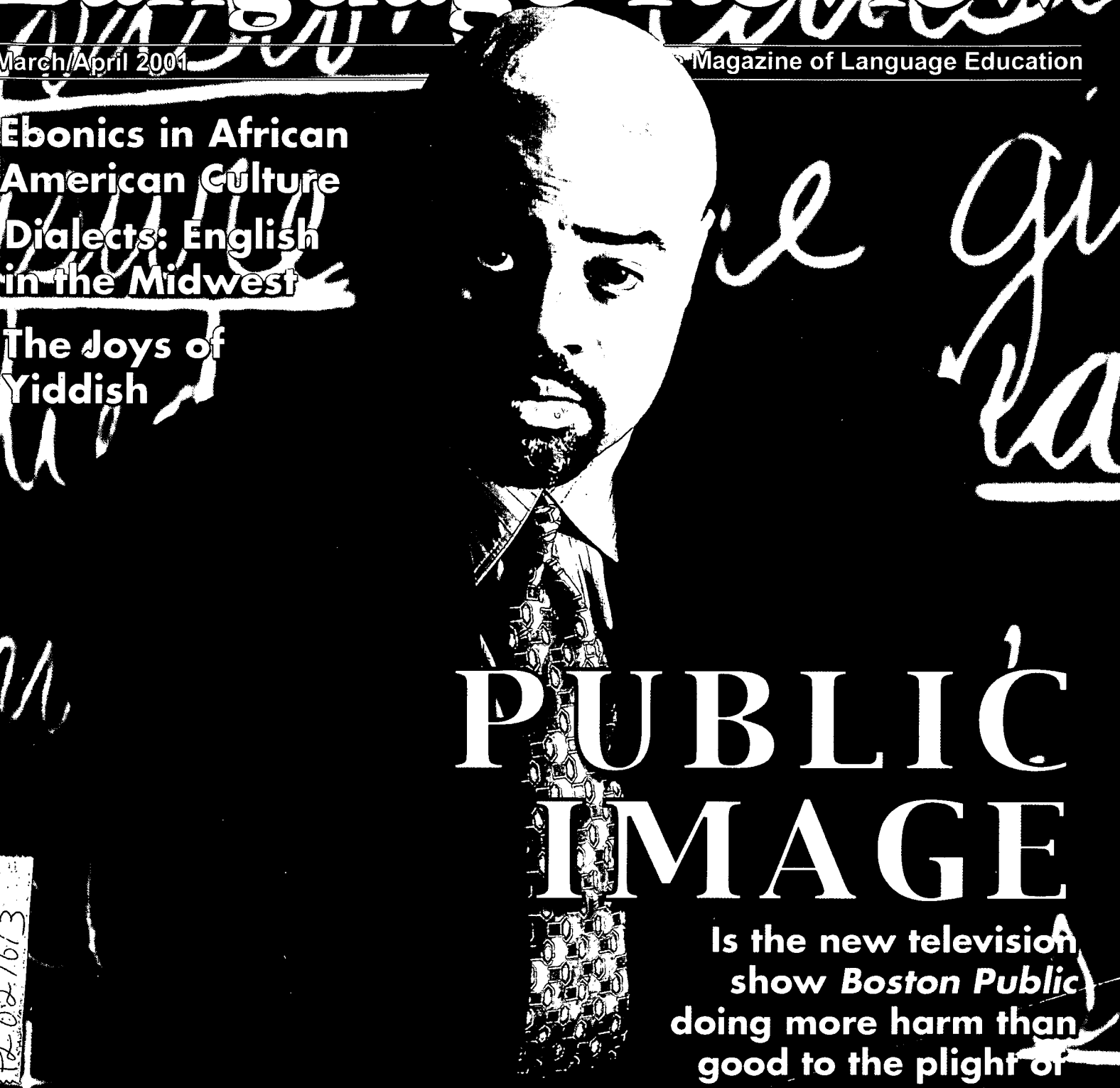
American Language Review

March/April 2001 Magazine of Language Education

Ebonics in African American Culture

Dialects: English in the Midwest

The Joys of Yiddish



PUBLIC IMAGE

Is the new television show *Boston Public* doing more harm than good to the plight of America's teachers? Peter Brown investigates.

S $5.95 Canada $8.95
SSN 1092-6992

BEST COPY AVAILABLE

What's a good reason to use ITP?

(A) To place students and measure their progress in English language courses

(B) To screen for scholarship awards

(C) To assess general English proficiency

(D) All of the above

is the created by test specialists at ETS. You can assess the proficiency of your students independent of any curriculum or teaching method. Also, it's an excellent way to predict performance on the official TOEFL test too!

ITP is fast, convenient, affordable and available worldwide!

Visit our Web site at www.toefl.org

For more information contact:

TOEFL 1-800-[illegible]

Test of English as a Foreign Language

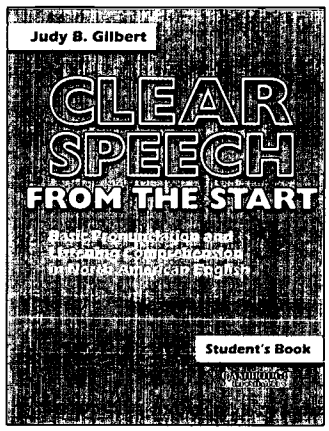
THE INTERNATIONAL STANDARD TOEFL FOR OVER 35 YEARS

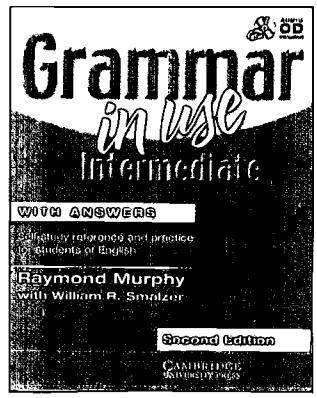
ETS

Copyright © 2001 by Educational Testing Service. *Educational Testing Service, ETS,* the *ETS logo, TOEFL,* the *TOEFL logo* and *Powerprep* are registered trademarks of Educational Testing Service.

NEW from CAMBRIDGE

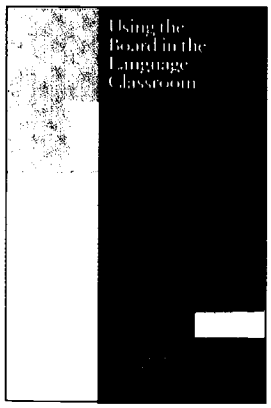
ESL

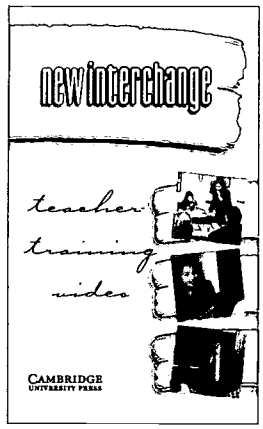


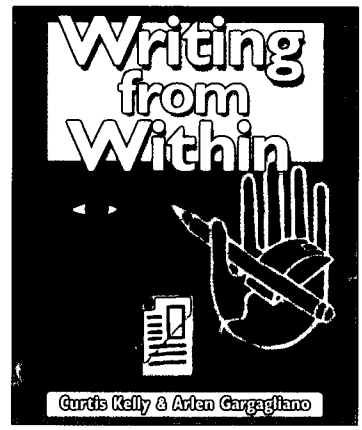




Teaching the world English







CAMBRIDGE UNIVERSITY PRESS

40 West 20th St. New York, NY 10011
tel. (800)872-7423 • fax: (212) 645-5960 • www.cambridge.org/esl-efl

What's INSIDE:

Cover Story:

PUBLIC IMAGE: Is the new television show *Boston Public* doing more harm than good to the plight of America's teachers? ***Peter Brown*** talks exclusively to the show's star Chi McBride.
PAGES 14-18

Features:

EBONICS: ***John R. Rickford*** and ***Russell J. Rickford*** discuss the role of Ebonics in African American culture. ***David Kirkland***, ***Austin Jackson*** and ***Geneva Smitherman*** present the findings of their project that monitored various "Ebonics" sites on the World Wide Web.
PAGES 20-26

IMMIGRANT STUDENTS: ***Steven Donahue*** examines current policies towards students with limited English abilities and assesses future plans to assist minorities in language education.
PAGES 29-32

FOREIGN LANGUAGES: ***Paul García*** reviews recent efforts to give direction to foreign language teaching in the U.S.
PAGES 33-34

SPECIAL REPORT: ***Gordon Rich*** explores the inner world of language among the incarcerated. **PAGES 36-37**

TEACHING IN JAPAN: ***Charles Jannuzi*** and ***Bern Mulvey*** argue that educators in Japan face similar challenges to their counterparts in the West. **PAGES 40-43**

PUBLISH OR PERISH: ***Andy Martin*** updates his overview of mergers and acquisitions in ESL publishing. **PAGE 44**

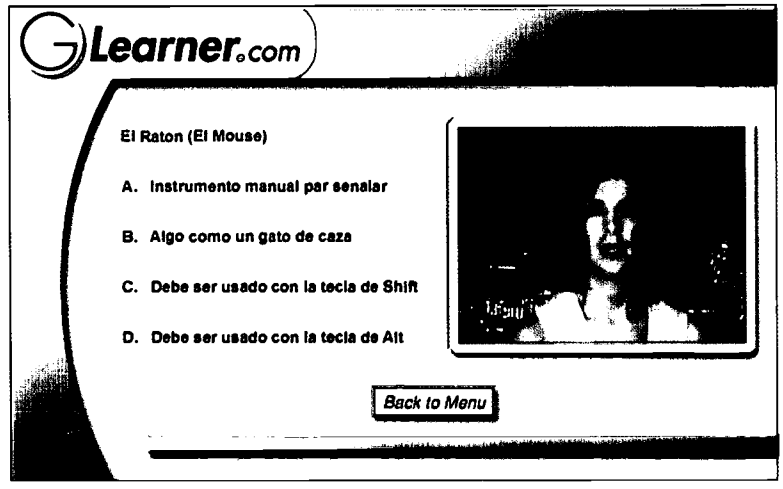


LALEE'S KIN: The Legacy of Cotton is a compelling story of poverty and illiteracy in the Deep South. **PAGE 10**

DIALECTS: ***Timothy Frazer*** explores English in the Midwest.
PAGES: 46-48

THE JOYS OF YIDDISH: ***Pekka Pietikäinen*** assesses the influence of Yiddish on American English. **PAGE 50**

Departments: **8** Letters **6** Editorial **10** News **39** Reviews



ELECTRONIC EDUCATION: ***Barry Bakin*** continues his lessons for the one computer-classroom. ***Michael Howard*** takes a look at the Glearner project. ***Alan Cameron*** weighs up a tapeless language laboratory. ***Randall Davis*** talks to Kristina Pfaff-Harris, the creator of Linguistic Funland. **PAGES 53-66**

ON THE COVER: Television show *Boston Public* principal Steven Harper, played by actor Chi McBride © **PHOTO: Courtesy Fox Publicity**



You could spend two years teaching children in South Africa and discover you're the one who's learned the most.

How far are you willing to go to make a difference?

PEACE CORPS

The toughest job you'll ever love.

Contact us at www.peacecorps.gov or 1-800-424-8580.



Ebonics Revisited

OVER FOUR years have elapsed sine the 18 December 1996 decision of the Oakland School Board to recognize the language variety spoken by many African American students and to take it into account in teaching Standard English. Few issues in language teaching, even the debate over "English Only" and bilingual education, have generated so much discussion among politicians and media pundits, who, in the main, revealed an astonishing ignorance regarding true significance of the Oakland decision.

In its Resolution On The Oakland "Ebonics" Issue (unanimously adopted at its annual meeting in Chicago in 1997), the Linguistic Society of America ("a "society of scholars engaged in the scientific study of language") resolved among other things that "[t]he variety known as 'Ebonics,' 'African American Vernacular English' (AAVE), and 'Vernacular Black English' and by other names is systematic and rule-governed like all natural speech varieties. The systematic and expressive nature of the grammar and pronunciation patterns of the African American vernacular has been established by numerous scientific studies over the past thirty years. Characterizations of Ebonics as 'slang,' 'mutant,' 'lazy,' 'defective,' 'ungrammatical,' or 'broken English' are incorrect and demeaning."

In the recent documentary, *LaLee's Kin: The Legacy of Cotton* which focuses on the grinding poverty and attendant illiteracy among African Americans living in one Mississippi county (see p. 10), Reggie Barnes, the superintendent of schools says that, in the past, the local cotton pickers "[w]eren't allowed to read. If they began to think for themselves then that would threaten the economy of the white farmer because without those people in the fields he had no production."

It is hardly surprising then, given the deliberate and systematic linguistic isolation for economic reasons of the slaves and the descendants of slaves, that African language forms have been preserved much as older forms of English (and other languages) still persist in other groups and communities.

Despite the positive reactions of scholars and linguists to the Oakland decision as being pedagogically sound, Ebonics has continued to attract ridicule and derision in the media and among the population at large. Whereas other manifestations of minority usage of English in the U.S. such as "Spanglish" generate a good-natured amusement among the majority of English speakers, the mere mention of Ebonics attracts a vitriolic response that borders on the irrational and the hysterical.

According to the Kenyan writer Ngugi wa Thiong'o, "[A] specific culture is not transmitted through language in its universality, but in its particularity as the language of a specific community with a specific history. Written literature and orature are the main means by which a particular language transmits the images of the world contained in the culture it carries." In this way, African American culture has manifested itself to the rest of the world through its own vibrant variation of English, extremes of which are imitated by young people from Berlin to Bombay.

What should be of real concern to educators and society as a whole is the gulf that still exists in the educational aspirations and achievements of African American students when compared to those of other groups. Writing in the *Atlantic Monthly* back in 1992, Claude M. Steele observed, "One can enter any desegregated school in America, from grammar school to high school to graduate or professional school, and meet a persistent reality: blacks and whites in largely separate worlds. And if one asks a few questions or looks at a few records, another reality emerges: these worlds are not equal, either in the education taking place there or in the achievement of the students who occupy them."

The challenge facing today's educators is to take these two separate and unequal worlds and to make them one with equality for all.

Ben Ward, Editor

72

American Language Review
The Magazine of Language Education

Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Europe Editor	James Beetham
Book Reviews Editor	Karen Russikoff
Dialects Series Editor	Walt Wolfram
Columnists:	
Last Laugh	Richard Lederer
Publish or Perish	Andy Martin
Slangman	David Burke
Web'ster	Lin Lougheed
EdTech Writers	Barry Bakin Randall Davis Steven Donahue
Staff Writers	Chung Han Michael Howard
Marketing	Nick Bolitho Roy Walker
Production and Web Design	Kire Productions
National Office	11271 Ventura Blvd, Suite 513 Los Angeles, CA 91604
Telephone	(323) 658-7620
Fax	(323) 658-7530
E-mail:	
Editorial	editor@alr.org
Advertising	info@alr.org
Subscriptions	subs@alr.org
Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

American Language Review (ISSN 1092-6992) is an editorially independent publication of American Language Press, LLC. Opinions expressed by contributors and/or advertisers in ALR do not necessarily reflect the views of the Publishers nor the Distributor.
© 2001 American Language Press.

American Language Review is abstracted and indexed with ERIC.

BEST COPY AVAILABLE

The College Board 100 YEARS

We're Talking the Same Language

ENGLISH TESTING AND PLACEMENT FROM THE COLLEGE BOARD



ELPT™
Ideal for Testing College-Bound ESL Students

APIEL™
International Passport to U.S. Colleges and Universities

LOEP™
Computer-Adaptive ESL Placement Testing

ELASH™
For Speakers of Spanish as a Native Language

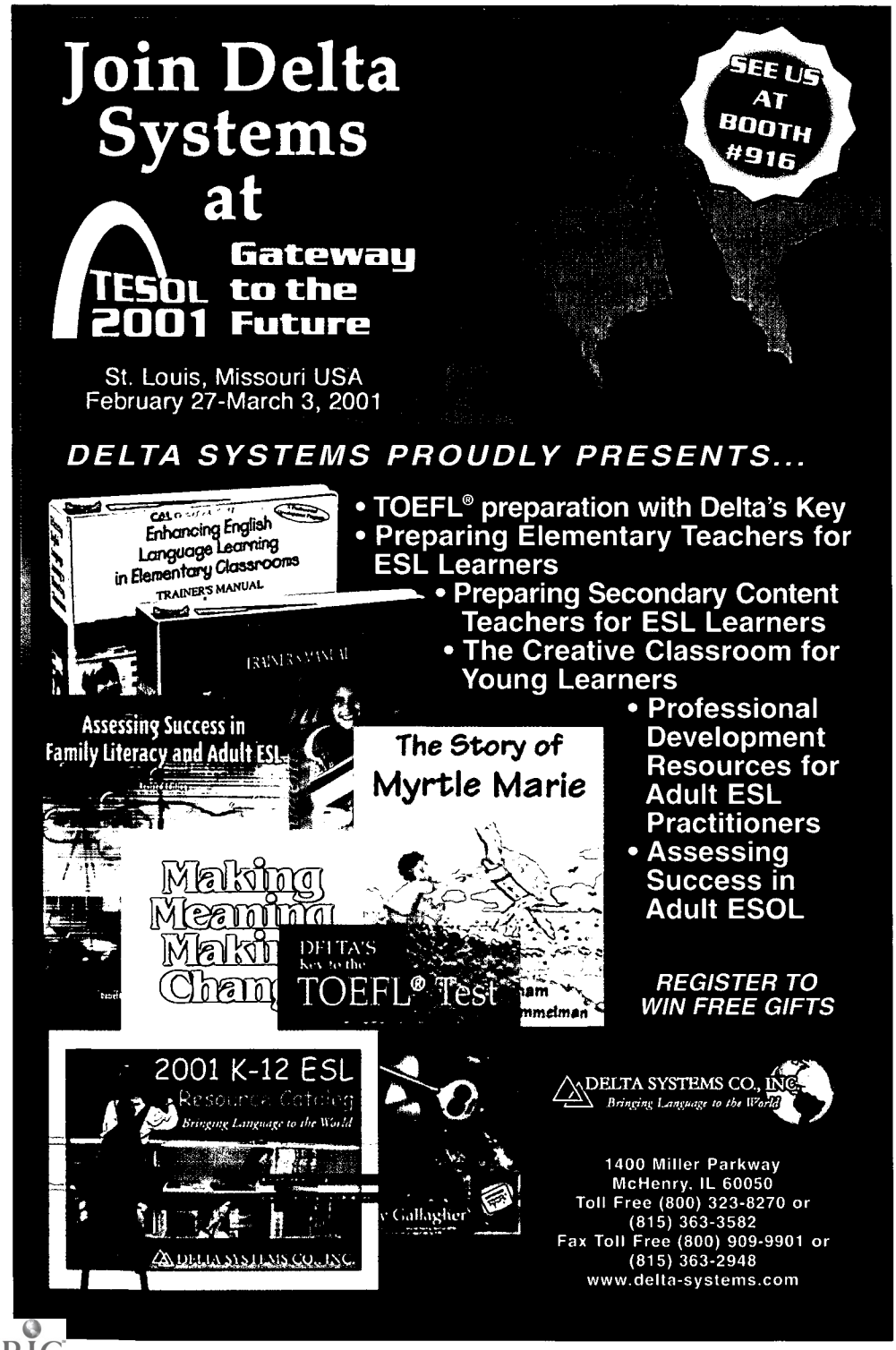
For more information call: 800 784-1462 or visit www.collegeboard.com

Send your letters to 11271 Ventura Blvd, Suite 513 Los Angeles, CA 91604

Music Article Scores A Big Hit

I would like to congratulate you on the latest issue of the *American Language Review* (Jan/Feb 2001). In terms of content and style, *ALR* is the best publication for language teachers I have come across. I particularly enjoyed Carole Poppleton's article ("Music To Our Ears") on using music and pop songs in the classroom. Actually, I met Bob Dylan when I was in London in the '60s so Carole's (and Bob's) words and your photographs brought back many memories.

Sincerely,
Mgr. Robert de Wilde
Director, Catholic Teachers Overseas
Providence, Rhode Island



Answers Offered!

Could I get the answers to Richard Lederer's Last Laugh article, "Putting Words in Their Places"? (*ALR*, Nov/Dec 2000) I think I figured them out, but I want to be sure.

Thank you,
Donna Bezie-Nowak
ESL Language Coordinator
Milwaukee School Of Engineering
Milwaukee, Wisconsin

[Donna, here are the answers that you and hundreds of other readers have been asking us for. Our apologies to all concerned for not including them in the relevant issue. Ed.]

1. *bikini-Bikini*
2. *limerick-Limerick*
3. *blarney-Blarney*
4. *marathon-Marathon*
5. *to shanghai-Shanghai*
6. *bedlam-Bethlehem*
7. *donnybrook-Donnybrook*
8. *tuxedo-Tuxedo Park*
9. *turkey-Turkey*
10. *laconic-Laconia*

N.Y. State of Mind

In *ALR*'s report on bilingual education in New York City ("A Bilingual Battle in The Big Apple," Jan/Feb, 2001), Don Soifer is quoted as saying that only 20% of English learners in bilingual education graduate into the mainstream within three years, that the latest Board of Education report "hints" that progress has not been made, and some children are "stuck" in bilingual education for eight to nine years. Here is what the Board of Education report actually says:

For those entering the system at kindergarten, 73% of the children in bilingual education exited the program within three years. Considerable progress has been made in New York in bilingual education: For those entering at kindergarten in 1994, 42% were exited after three years. In the recent report, it was 73%. This is an amazing improvement.

For English learners who entered school in kindergarten, only 14% were still in bilingual education after six years and only 10% remained after nine years.

Most students in bilingual programs in upper grades are those who came to the U.S. at an older age. These late-comers face a daunting task: Many come with inadequate preparation in their country of origin, and need to acquire English as well as assimilate years of subject matter knowledge. Many studies, including the New York report, have confirmed that those who come with better preparation in their first language do much better in acquiring academic English.

Stephen Krashen
Professor of Education
University of Southern California

MUZZY is the award-winning video course created by the BBC (British Broadcasting Corporation) to teach beginning Spanish, French, German, Italian or ESL. Used successfully in schools throughout the world, MUZZY has been endorsed by teachers in North America for all beginning students, K through college.

MUZZY IS FUN AND IT WORKS.

MUZZY is winner of an American Teachers of German Award, the Parents' Choice Award, the Worlddidac Award, a Duke of Edinburgh Prize, and a *Media & Methods Award*. MUZZY is designed to teach listening and speaking skills in a natural way, which will engage your students and motivate them to learn and use the language.

"It has been our experience that young students as well as middle school students love to watch MUZZY and, in the process, they are not even aware of how much language they are learning."

– *Mari Haas, Columbia University Teachers College & Myriam Chapman, Bank Street School, Journal of the NNELL.*

TEACHERS USE MUZZY AS SUPPLEMENTARY MATERIAL AND CORE CURRICULUM.

Big story videos with 66 chapters in 6 parts, powerful vocabulary videos in 27 lessons, two audio cassettes with 11 fun MUZZY songs, a CD-ROM with 7 interactive programs, a set of 70 reproducible activity masters, and a comprehensive teachers' guide combine to create myriad options for teaching.

"I use MUZZY as my core curriculum. You can't do better; its scope and sequence are so logical."

– *Susan Kobi, Greenway Middle School, Paradise Valley, AZ*

"I have never seen another program as good."

– *Sally Kull, Armstrong Elementary School, Highland Park, TX*

"My students shout for MUZZY! It has all the basic content and stimulates students with the characters' actions. It's a very strong program."

– *Shelly Schieffelin, Mohawk Trails Regional H.S. Shelburne Falls, MA*

NOW AVAILABLE! MUZZY Level II Classroom Edition.

"My Students Shout For MUZZY!"

TRY MUZZY RISK FREE FOR 30 DAYS.

MUZZY has been a hit from pre-K to the Ivy League... wherever beginning language is taught. We're certain you'll love it, just as nearly a million children, parents and teachers do worldwide. Let your students be so enthusiastic that they shout for MUZZY!

Call now: 1-888-327-5923



MUZZY, THE BBC LANGUAGE COURSE FOR CHILDREN.

Hundreds of schools and school districts in 45 states are using the MUZZY **Classroom Edition.** Perfect for K-8, yet MUZZY works superbly with all who are new to a second language. Available in **Spanish, French, German, Italian or ESL (English as a Second Language)** for $224 (plus $9.50 for shipping and handling).

SCHOOL PURCHASE ORDERS WELCOME.

Please fax your purchase order anytime to 1-800-301-4063 or mail to:

Early Advantage
270 Monroe Turnpike P.O. Box 4063
Monroe, CT 06468-4063

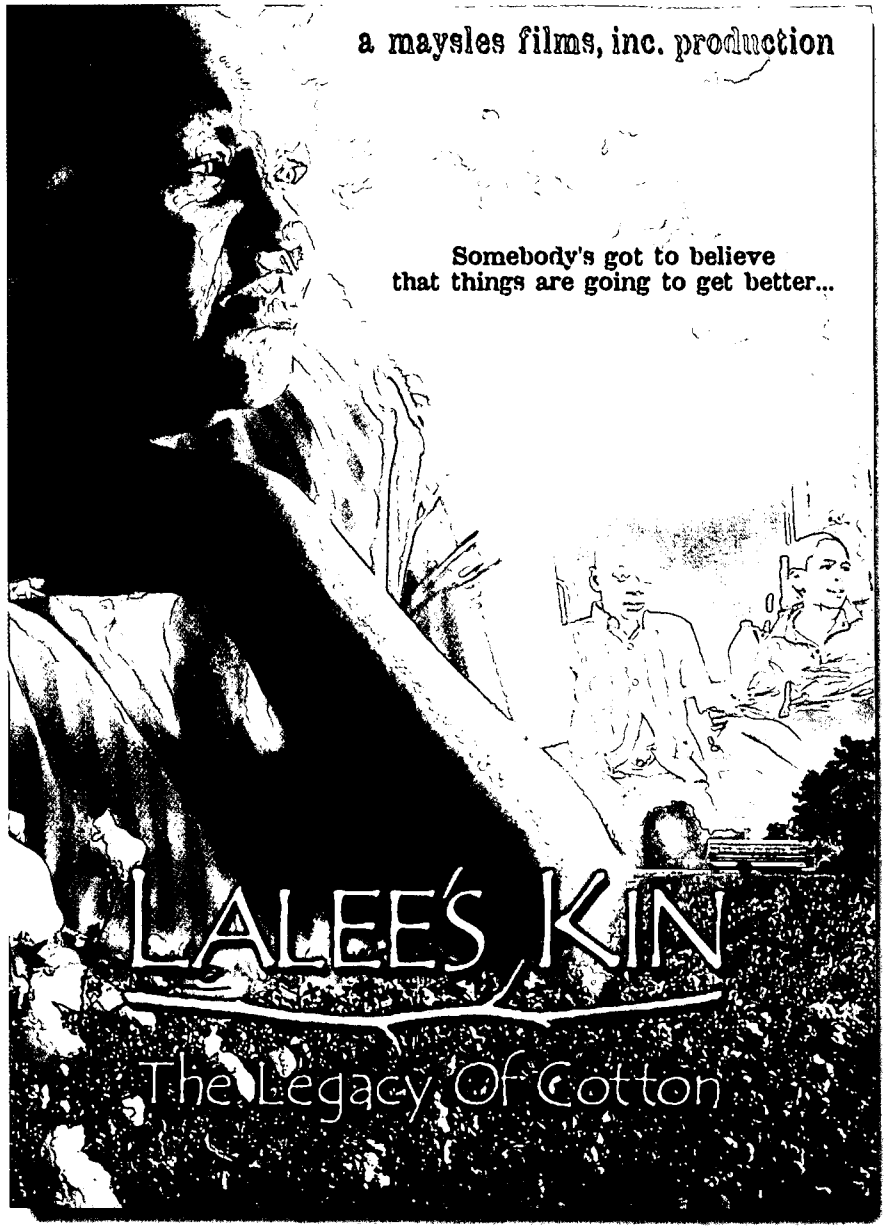
Site Licenses and custom packages are available for your school, district or state. For more information, call anytime at 1-888-327-5923.

Visit our Just for Teachers Section at www.early-advantage.com

Early Advantage LLC

Dept. code: 01-0052

Award Winning Film Focuses on Learning



AUDIENCES AT this year's Sundance Film Festival took a break from trying to discover the next *Blair Witch* to acclaim a documentary whose themes of illiteracy and poverty will resonate with language educators across the country.

The documentary: *LaLee's Kin: The Legacy of Cotton* focuses on an African American community in Tallahatchie County, Mississippi, an area where slavery and sharecropping have ended, but the plantation system has fueled an ongoing cycle of poverty and illiteracy.

At one time, it was possible to make enough money tending and picking cotton to eke out some sort of a life but crop-sprayers and machines now take care of the work. As Robert Jamison, a local community organizer featured in the film says, "Didn't nobody never think that education was gonna play so vital a role in people's life. What we thought was the jobs was gonna always be here." Education has never been a priority in a region where the schools would be closed during the cotton-picking season. Why would a plantation owner want slaves/workers who could read, think for themselves, and maybe improve their lot in life?

Decades of neglect in the local educational infrastructure have had a painful effect on the county's students and teachers. We learn from the film that the West Tallahatchie School District has been put on probation because its scores on the Iowa Test for Basic Skills were among the lowest in the state. The documentary introduces Reggie Barnes, Superintendent of Schools, who has been appointed to raise the level of education and lead the fight to get off probation. Barnes explains his dilemma, "You know the law says that every child in the state of Mississippi has the right to an equal and just education. We're not getting it. These kids deserve better. We can't find certified teachers." Education costs money and Tallahatchie is struggling for its share of funds. As Barnes says, "Irregardless of the fact that money doesn't solve all problems we can't do anything without dollars."

Barnes has his work cut out for him. "No one will understand the uniqueness of this rural school district—we get kids in kindergarten who don't know their names. We get kids in kindergarten who don't know colors. We get kids in kindergarten who have never been read to. If we can educate the children of the illiterate parent; we can stop the vicious cycle. Stop drugs... teenage pregnancies..."

Addressing a teacher's meeting Barnes pinpoints the link between literacy and any chance of academic success in the schools system. "The majority of our children have weak vocabulary skills. They don't understand the language. Most of them are sight-reading. But because they can't define the words they can't tell you what the sentence meant. Or they can't tell you what the paragraph meant. Then they guess on the answer. Or they don't even fill in the blank. That is the problem. It's almost as though the system is designed for them to fail."

Much of the current debate over literacy and education centers on America's inner cities. *LaLee's Kin* is a powerful reminder that illiteracy and poverty are not purely an urban phenomenon. In fact, the problems confronting people like LaLee and her family are almost beyond comprehension to Americans for whom books and the Internet are within easy reach. As Barnes says, "These kids have barriers that are unforeseen throughout these whole United States of America. It's a different world here."

This documentary will be compulsive viewing for any educator concerned with the problem of illiteracy in the U.S. Perhaps, with more media attention devoted to the topics of literacy and education, there will be enough of an outcry so that a brighter future for children and adults who cannot read and write in 21st century America may become a reality.

LaLee's Kin: The Legacy of Cotton (Maysles Films: www.mayslesfilms.com) won the Excellence in Cinematography Award at the 2001 Sundance Film Festival.



TAKE A TRIP . . .

Through Alta's New Materials!

Zero Prep for Beginners

Ready-to-Go Activities for the Language Classroom

Men Can Get Embarrassed, Too!

Confusing English Vocabulary for Spanish Speakers

Practical Resources for Adult ESL

A Selection Guide to Materials for Adult ESL and ESL/ESOL Literacy

Teaching English Worldwide

A New Practical Guide for Teaching English

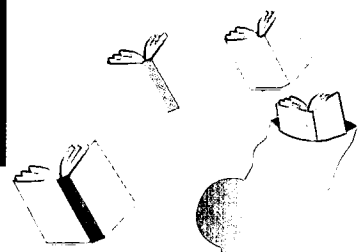
All the World's a Stage

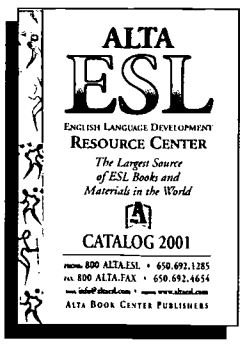
Drama for Communication

Forum

Alta is now your source for the popular magazine,
The English Teaching Forum

VISIT US AT TESOL! BOOTH #210





Alta Book Center Publishers
14 Adrian Court
Burlingame, California 94010 USA
Phone: 800 ALTA/ESL • 650.692.1285 (International)
Fax: 800 ALTA/FAX • 650.692.4654 (International)
Email: info@altaesl.com • Website: www.altaesl.com



President George W. Bush

Bush Wants English-Only Instruction After Three Years

PRESIDENT Bush's much-publicized education initiative calls for annual testing of LEP (Limited English Proficient) students in schools that receive Title I funding. The President's call for accountability when it comes to teaching ESL in the nation's schools is underscored by his stated desire that all students receive instruction only in English after three years in school.

Many language educators disagree with the President's proposals. They cite research that suggests language learners may require as many as seven years to learn the type of English needed in academic pursuits. Supporters of dual language immersion programs see educational "reforms" as attacks on methods of teaching that they say are working. Other educators believe that English immersion is the only way forward for students whose first language is not English.

What Do Salaries Tell Us About Teachers?

WE HEAR a lot about salaries for teachers—unquestionably the largest part of education spending in states across the nation. State legislatures will begin meeting soon and many have supported goals to bring average salaries to the national average, regional average or to some other benchmark. These goals are important, but traditional comparisons of salary averages fail to consider factors beyond pay raises that affect those averages. What don't salary averages show?

Salary averages don't show variations among states' average salaries. You may think that half of the states have average teacher salaries above the national average and half below. Actually, only 15 states have average teacher salaries that are above the national average. The other 35 states have average salaries below the national average. Also, there is tremendous variation among states' average salaries. There is a 46 percent difference between the Southern Regional Education Board (SREB) state with the lowest average (Mississippi) and the SREB state with the highest average (Delaware). Nationwide, there is an 80 percent difference.

Salary averages don't show degrees earned by teachers or teachers' years of experience. Two states could have the same salary schedule but different salary averages because one state has a higher percentage of teachers who have advanced degrees, or a higher percentage who have more than 20 years' experience. Among SREB states, the percentages of teachers whose highest degrees are bachelor's degrees range from about 23 percent in Kentucky to 70 percent in Texas. Delaware and Maryland have the highest percentage (32 percent) of teachers with more than 20 years of experience, while Texas has the lowest percentage (20 percent). These factors make dramatic differences in state salary averages.

Salary averages don't show differences in the cost of living. SREB states' cost-of-living averages vary from 106 percent of the national average in Maryland to 88 percent of the national average in Arkansas. More than two-thirds of the SREB states have cost-of-living averages below 92 percent of the national average.

Salary averages don't show the length of teachers' contracts or the cost of employee benefits. The length of the school year for teachers is not the same from state to state. Teachers in Alabama, for example, are paid for 182 days each year, while those in North Carolina are paid for 220 days annually—a difference of more than 20 percent. Policies on vacation, personal leave and sick leave also differ, so the actual number of days that teachers work can vary significantly. State and district contributions for retirement, health insurance and other benefits also can vary greatly; the differences can amount to thousands of dollars based on the same salary.

Salary averages don't show state priorities for quality. Raising the achievement of all students requires a quality teacher in every classroom. States have various salary policies to attract high-quality graduates of teacher education programs; to draw good teachers into subjects and geographic areas in which there are shortages; and to encourage the best teachers to remain in the classroom. These policies can raise individual teachers' salaries by thousands of dollars. For example, many states hope to retain the best teachers by offering bonuses for those who achieve national certification. In SREB states, the annual bonuses for the 10-year certificates range from $1,000 to $7,500.

While comparisons of salary averages can be useful, it is time to think about salaries differently. If the goal is to ensure that there is a quality teacher in every classroom, state leaders need to look beyond the statewide average salary to find the roadblocks to achieving that goal: Are beginning salaries high enough to attract high-quality graduates, particularly in subjects or geographic areas in which there are shortages? Do salaries, performance incentives and opportunities encourage the best teachers to remain in classrooms? Does the state know when and why teachers are most likely to leave their jobs? What role can salary adjustments play in keeping good teachers?

Considering the amount of things that salary averages don't tell, state leaders need to consider many factors that affect salary averages and to look at how salary decisions can support state priorities for quality.

Gale Gaines is director of legislative services at the Southern Regional Education Board, the nation's oldest compact for education.

McGraw-Hill ELT

HAVE JOINED TOGETHER
TO BRING YOU

Contemporary Books



McGraw-Hill/Contemporary

TESOL 2001

Dynamic Choices for the ESL/ELT Global Community

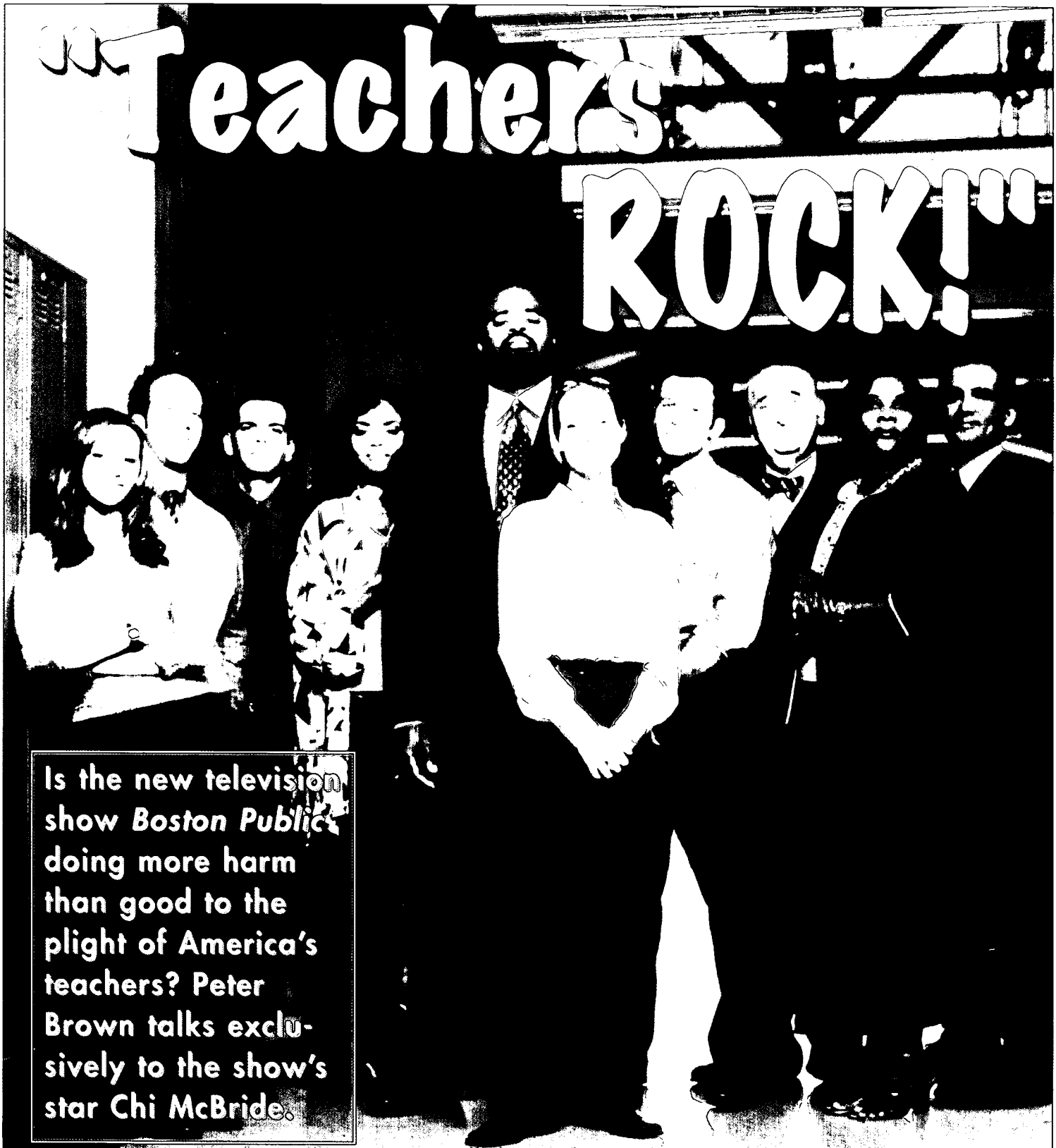
VISIT US AT BOOTH 816

- To see our new product and listing of our TESOL presentations
- To meet our ESL/ELT editors and sales representatives
- To view our complete line of student and teacher materials for Pre-Primary through Secondary, Adult Education, and College levels

1-800-624-7294

McGraw-Hill/Contemporary
A Division of The McGraw-Hill Companies
Two Penn Plaza
New York, New York 10121

"Teachers ROCK!"



Is the new television show *Boston Public* doing more harm than good to the plight of America's teachers? Peter Brown talks exclusively to the show's star Chi McBride.

Like it or not, *Boston Public* is a hit show for Fox Television. Are its often-controversial plotlines a ploy to win ratings? Absolutely. But is the hour-long drama doing more harm than good to the reputation of America's school system and the issues educators are confronted with in today's classroom?

Boston Public has focused on contemporary and age-old issues from school shootings, homosexuality and freedom of speech to high school bullies, first dates and school spirit. But one issue it has yet to tackle is the national debate on bilin-

gual education. Will that change? Actor Chi McBride, who plays the character of Steven Harper, Winslow High School's African-American Principal, told *American Language Review* in an exclusive interview: "I never know what goes on inside David's [the show's creator David E. Kelley] head, I don't know whether bilingual education would be an issue he would concerned with because of the geographical aspect of the show. It's set in Boston, and there it is not really an issue, if it were Los Angeles Public then perhaps it would be an issue he would be willing to tackle."

The bilingual education debate has been raging in many states, especially across the southwest, in the wake of California passing the controversial Proposition 227, which outlawed the practices of the bilingual classroom. Many states are now looking at the results of California's landmark decision to determine whether a similar measure should be adopted in their own school districts.

As for it becoming a topic on *Boston Public*, the show's executive producer Jonathan Pontell agreed with McBride.

"It's hard to say, David is a of a very singular mind with this show and the issues pretty much come from him," Pontell said.

"Even though the show is very issue orientated, what David would say is first and foremost is that he wants to entertain, so if he can present the issue in a way that is compelling, thought-provoking and entertaining then there is nothing that he won't do."

At Archbishop High School, in Annapolis, Maryland, student Chris Hovell, 16, hoped the show would incorporate more learner-related issues.

He said: "I support bilingual education, if it helps students who need it to learn then why not. I think it should be covered on the show in some way. It is an important issue."

But McBride countered with philosophy that the show was not built around actual classroom scenarios, or the learning dynamic between student and teacher.

"David's opinion is that where the show really lives is not in the classrooms, that is certainly a part of it and that is something we visit from time to time," McBride said. "The show lives in the teachers' personal lives and in the corridors of the school because that's where you find out the s[illegible] of what actually makes this school run. So if we stay in the class then it will be just like any of the other five or six high school shows that are on the air that deal with just the students—and that is something that David wanted to get away from."

Boston Public School board member Susan Naimark, who also hosts a cable television show called *Let's Talk About Schools*, said she had taken very little interest in the show. Ironically, *Boston Public* and *Let's Talk About Schools* both air at 8pm on Mondays.

"I only watched the first show to see what it was about, and it seemed they took everything [controversial] that does happen and put it in the first show," Naimark said. "[But] I hope the show's general viewership doesn't think that's actually what happens in Boston public schools."

If there is a true reality show about life inside Boston's public schools then it is Naimark's 25-minute weekly cable show:

BOSTON PUBLIC EPIS

Inside a classroom students are wreaking havoc, playing their boom boxes, throwing paper airplanes and dancing. In the hallway a faculty member hears the commotion and enters. The students immediately turn off the music and scramble for their seats.

TEACHER
"Where's Ms. Hendricks?" he asks. He asks again before getting an answer.

STUDENT
"We think she's dead, sir."

TEACHER
"And why do you think that, Ms. Washington?"

Ms. Washington points at the board, where it says: "GONE TO KILL MYSELF, HOPE YOU'RE HAPPY!!!"

Cut. Two episodes later the principal of the school has been called to a school board meeting to explain his actions, or lack there of, in regard to the above incident.

Parents of Winslow High School students, as well as teachers, have assembled in a large room. At the far end sit the members of the Boston Public school board. Principal Steven Harper has been brought before the board to explain his recent controversial actions..The superintendent questions Harper's judgment in allowing Marla Hendricks to remain teaching after leaving the inscription "Gone to Kill Myself, I Hope You Are Happy". Marla is warned prior to the meeting to keep her opinions to herself but cannot contain her anger. She leaves her seat and strides to the podium in the center of the room.

MARLA
Let me tell you something; let me tell all of you something. The reason I've had it is because I have to go into a room day after day after damn day and try to break through to a bunch of damn kids who don't want to listen, don't want to learn, and don't want to give me the decency of being quiet. Mr. Senate shot off a gun? I woulda rolled in a big cannon if I knew where to get one. I'd have tried anything. And you show me a teacher who doesn't almost lose his or her mind sometimes, and I'll show you a teacher who's not trying. I can show you some parents who aren't. You send them off to school thinking the job's done. It's up to the teachers now. "Well it doesn't work that way. You got to get in on this too. Kids coming in every day, singing that jingle: those who can't do, teach. They get that from their parents! Well let me tell you, we're in there doing every damn day, and a lot of the doing we do is parenting! You want to compare failures? Step right up! Who's first!?"

Cut. Later in the same episode, Steven happens upon Marla in her classroom, preparing for the following day's lesson.

STEVEN
"You really threw yourself on a grenade tonight, Marla. Thank you."

MARLA
[Demurely] The reason I have a job, the only reason, is you. You have no idea how grateful I am. We're lucky people. What we do…what…we're lucky people. [Looking around the classroom] It's a beautiful room. Isn't it? Is there anything more magical than a classroom?

STEVEN
No.

Steven leaves. ROLL CREDITS.



Let's Talk About Schools. The live call-in program uses a question and answer format to discuss a chosen topic. Boston School Committee members created *Let's Talk About Schools* in September 1997 with a purpose to increase awareness in Boston Public Schools by providing information about current issues and highlighting various individuals and initiatives within their public school system.

Has the topic of Fox's version of life in the Boston Public School system been a topic on *Let's Talk About Schools*?
"No, we aren't expending a lot of energy on it, we are more worried about making schools in Boston work," Naimark said.

Naimark believes the role of *Let's Talk About Schools* is an important one at a time that "mass media tends to cover the negative aspects not the positive" because her show gives it viewers balanced coverage of the issues.

Pontell said *Boston Public* has continually received scores of letters, which have expressed both support and criticism, since it first aired on October 23, 2000.

"We've had a tremendous amount of feedback and it really runs the gambit," Pontell said.

"From 'Your show is really a terrible injustice to educators—it's absurd, this would never happen, you are really depicting teachers and students in a terrible light' and then we get the letters saying 'Thank goodness finally someone has told what's it like to teach in a high school'. Every event we depict, teachers write to us and say 'This has happened, we applaud you so keep up the good work'.

"David has always been very passionate about the teaching profession, I personally think that he is extremely sympathetic towards educators in this country and I think he represents them very well. The majority of teachers appreciate it."



Student Chris Hovell

An important aspect of the show is its racial diversity, including the choice of McBride to play the role of Principal Harper.

He said, "It gives me the opportunity to give a positive portrayal of an African-American within society and that's a good thing. That all feeds into the positive role model aspect of the show and my character.

"[Racism] is an issue that David doesn't step away from and he is no stranger to conflict or controversy and he rather enjoys stirring the pot to give us the kind of television that promotes dialog. He is not afraid of those types of issues and that's a good thing because it does promote dialog."

But McBride feels the impact his character has on real-life teachers should have its limitations.

"I've had many teachers approach me ever since this show has begun to air and they have all had very positive responses," he said.

"The one I hear the most is 'I wish I had a principal like you'—and I tell them, 'I don't know about that, because this is a guy who is very impassioned but sometimes doesn't color within the lines.'

"But he is willing to march into hell for these kids. It's very interesting, a lot teachers have also said that some of the things that have happened—that the show's critics have been a little critical about—they have really stepped up and said 'Oh yeah, this really happens.'

"[Teachers] are glad to see someone is paying attention to their lives, I don't like to use the word realistic because if you want realistic you've got your life—but it is a portrayal that is close to home in many respects to teachers, their jobs, their hardships and their issues and I'm just glad of that —I think that's the core.

"[But] I don't want to get into the habit of getting onto a soapbox because I am just an actor, I'm just a guy, and I always say 'how dare television think of itself as any kind of a teaching tool, or any kind of a societal measuring stick—*it's just TV*."

Hovell said he enjoyed the dynamic between students and teachers but felt the fact the show had an African-American principal was somewhat lost on his generation. "My generation doesn't look at race as an issue in the way, say, my parents' generation did," Hovell said.

"Like segregation and how the two groups interact, I have a lot of black friends, but I don't look at them as being black and sitting at a different lunch table —these are my friends, and I talk and interact with them on daily basis. So speaking for my generation I don't think race is as much of an issue.



Executive Producer Jonathan Pontell (left), Emmy Award winning writer/producer David E. Kelley (middle) and *Let's Talk About Schools* host Susan Naimark (right).

"I have a lot of black friends, but I don't look at them as being black and sitting at a different lunch table – these are my friends, and I talk and interact with them on daily basis. So speaking for my generation I don't think race is as much of an issue."



(Top) Teachers Lauren Davis (played by Jessalyn Gilsig) and Marylin Sudor (Sharon Leal) talk with students. (Above) Lauren and Louisa (Rashida Jones).

another it would be great." McBride is confident that *Boston Public* will continue to be successful. He described the show as a "love letter" to teachers.

"I think *Boston Public* looks upon teachers very positively based on everything they have to deal with and with the tools or lack of tools that they're given to perform a very difficult job, which is placing an investment in something that you probably won't see a return on in 30 years," he added.

"The show is very positive in that we are trying to shed some light and shine a light on some of the issues that teachers have and their hardships, some of their concerns, some of their problems—and there is a little dose of humor in their too. There is a lot of conflict between students and teachers and the teachers and their superiors but I think it is really a love letter to teachers because most of the shows you see on TV now that are one-hour dramas are about doctors and lawyers or cops."

McBride admits he has drawn on his own school years to form the basis for his portrayal of Principal Harper.

"I had a very influential principal, his name was Ivan Vanlange and Mr. Vanlange is probably the biggest reason why I am in show business," McBride said.

"I never used to do the stuff that the hooligans would do, but I'd like to be around when they did, like setting of sprinklers or pulling a fire alarm and I would run when everyone else ran but one day he caught me and put me up against the wall

"The only problem I really have with the show is, they take the issues and push them to the extreme straight away, they only have an hour to do it, but maybe if they got more in-depth in real situations that every high school student gets into at one point or

ERIC Full Text Provided by ERIC

not unlike the way Steven Harper threw Malcolm White up against the wall in the [*Boston Public*] pilot and he told me that I wasn't like these other kids.

"He told me I had a talent and that I also had a talent for being talented, which is interesting. I asked him 'What does it mean?' and he said 'You could have all the talent in the world but if you don't have the talent to hold on to it, then it is worthless.

"Of course at the time I said "Yeah...yeah, can I go now?' but those words stuck with me, and those were the words that I remembered when I decided to come out to California to pursue this career.

"Him being in my life as well as some of my other teachers really set forth some positive goals and some positive feedback in terms of what I could possibly be during [that] time in your life, like many teenagers, when they even question why they are alive, and they go through a lot of angst and anxiety. My teachers were very influential in providing me a very positive outlook."

Whether you think *Boston Public* is a travesty and is an extreme injustice to America's teachers and the issues they face in the classroom or it's a perfect vehicle to make parents and the general public realize the difficulties of educating America's children, it is clear the show is here to stay, at least for the time being. It may not tackle purely classroom-related issues such as bilingual education but in our entertainment-driven society it could be just the perfect medium needed to break some of the frustrating stereotypes.

An example of this was character Marla Hendrick's monologue to the superintendent on the show's third episode where she discredited the quote: "Kids coming in every day, singing that jingle: those who can't do, teach."



Principal Steven Harper (played by Chi McBride)

Boston Public's producers understand the adage: "You can't keep everyone happy all of the time" and are buoyed by the fact *Boston Public* is dominating the ratings war for the attention of 18 to 49-year-olds in its time slot. There is also little argument that *Boston Public* tackles issues that envelop teachers' lives and those of administrators but undoubtedly, it is *Let's Talk About Schools*, which is the real show about life inside the Boston Public Schools system. Despite its reality, Naimark acknowledges, sardonically, that perhaps her show is "just not entertainment, is it?" and will not ever get the national exposure its fictitious network relative will receive.

But both Pontell and McBride believe *Boston Public* has the best interests of teachers and the American school system in mind. Both also concede that some of the less explosive and more politically based issues that affect teachers, language educators and administrators alike, may not ever be a topic of discussion in the hallways of Winslow High School. Regardless, McBride's respect for the people he dramatically portrays is unwavering.
He said: "Tell teachers that I say: "*Teachers Rock*!"

Boston Public airs on the Fox Television Network at 8pm on Mondays. *Let's Talk About Schools* airs on Boston cable television station Channel A-3 at 8pm on Mondays.
More information about *Boston Public* can be found at http://www.fox.com/bostonpublic. More information about *Let's Talk About Schools* can be found at http://www.boston.k12.ma.us/schcom/tvshow.asp

Peter Brown is a freelance writer for *American Language Review*.

The Tool to Use for a World of Understanding

SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

Featuring Three Channels of "Authentic Foreign Language Programming"

SCOLA's Live Video Streaming



<Things to Come>
Connect to our Webpage for the Future Site of The SCOLA "ESL" Network

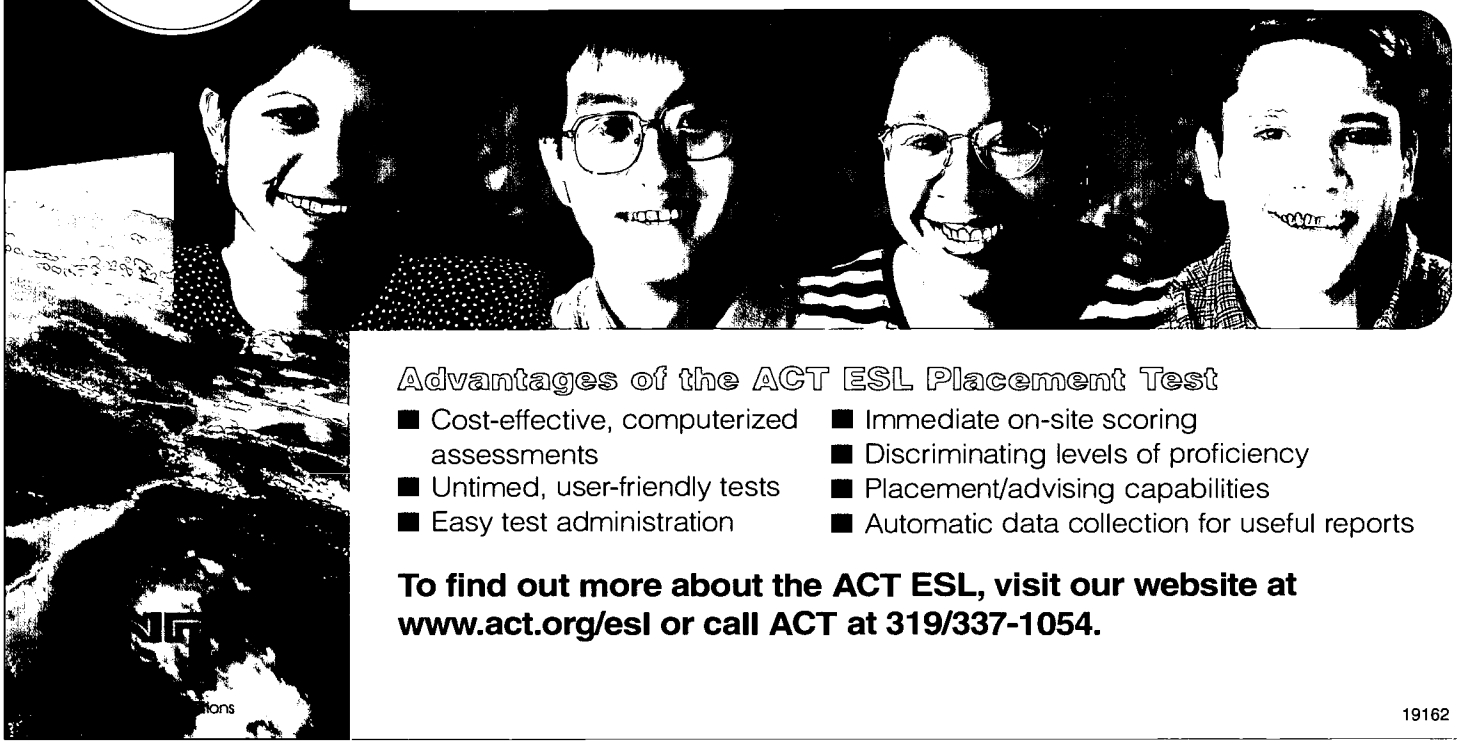
http://www.scola.org

The way to stay in touch:
Tel: 712.566.2202, fax 712.566.2502,
email scola@scola.org,
or website www.scola.org

New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage



Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

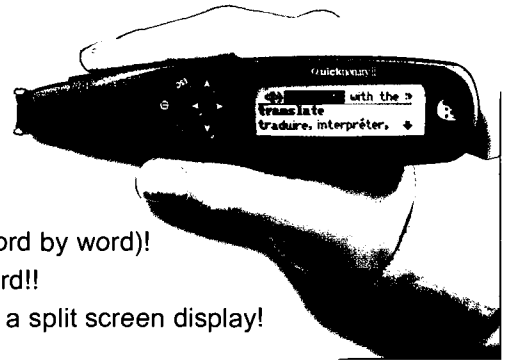
19162

Scan an Entire Line of Text and See Rapid Word-by-Word Translation!



Reading and understanding a foreign language has never been easier or more fun. Students will continue learning - even out of the classroom!

Quicktionary II



Scans and translates a full line of text in seconds (word by word)!
Hear the entire line of scanned text, or a selected word!!
See the scanned text and its translations together on a split screen display!
Store the last 80 scanned words for easy review!
Download additional dictionaries from the WizCom web site!

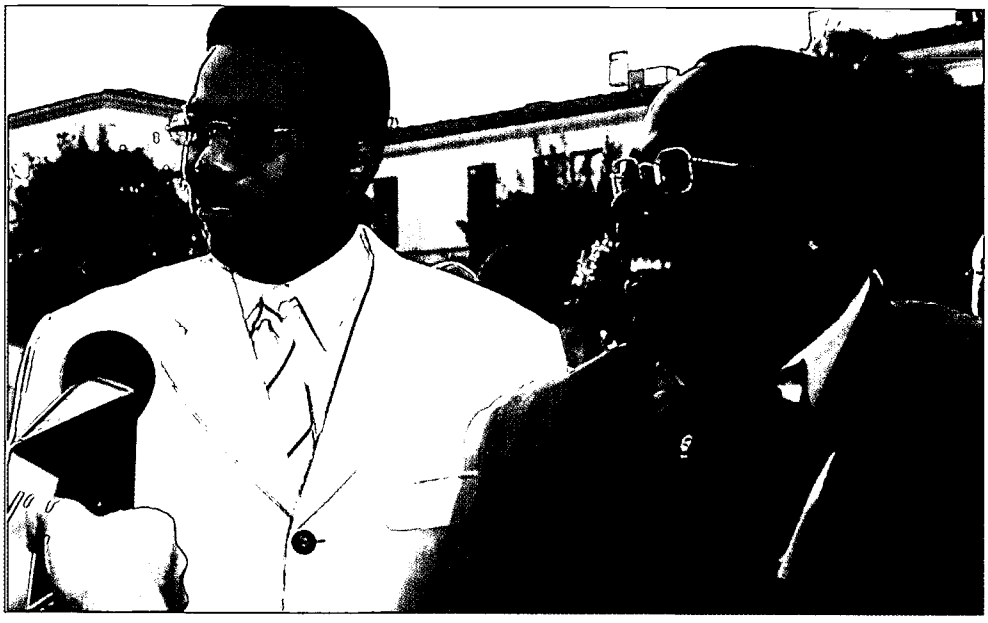
Quicktionary II *is the perfect tool for* ***students*** *and* ***teachers****, or anyone who needs to translate between English and another language. Now your students can read, understand and communicate more effectively. It includes definitions of over 480,000 words and idioms and works with printed material in a wide range of fonts and letter sizes. Available in 28 languages. Comes complete with batteries and a protective carrying case.*

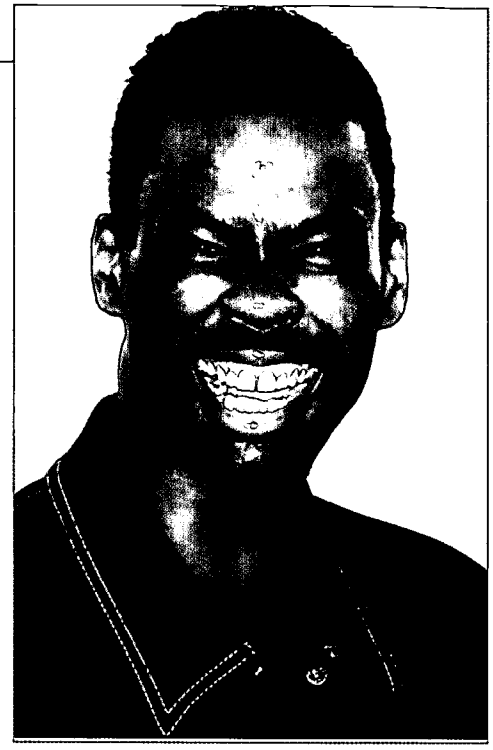
Call Toll-Free 1-888-777-0552

Quicktionary II is available now for $199

(does not include shipping and handling)

Wizcom Technologies Inc. • 257 Great Road • Acton, MA 01720
Tel: 978-635-5357 • Fax: 978-929-9228 • Email: usa.info@wizcomtech.com
Web site: www.wizcomtech.com





The Ubiquity of Ebonics

John R. Rickford and Russell J. Rickford discuss the role of Ebonics in African American culture.

The recently released *Kings of Comedy* movie demonstrates among other things that Ebonics is alive, accepted and appreciated within the African American community, especially in informal interaction among blacks. The routines of the film's four stars (Cedric The Entertainer, Steve Harvey, D.L. Hughley, and Bernie Mac) certainly rely extensively on black vernacular language. And the overwhelmingly black on-screen North Carolina audience seems to relish the Kings' Ebonics, as similar audiences did during the group's live performances elsewhere over the past two years.

Given the widespread denial and deprecation of Ebonics during the Oakland controversy of 1996, both the vitality of the vernacular and its positive reception might come as a surprise. But as we'll argue below, summarizing evidence from our recent book, *Spoken Soul*, Ebonics in one form or another has been actively used by Black comedians, writers, preachers, actors, singers, and everyday folk for ages. And recent public disparagement of black talk is only one side of a complex love-hate relationship that African Americans and others have had with it for ages too.

Before we go any further, however, we need to clarify what we mean by Ebonics, or what Claude Brown, author of *Manchild in the Promised Land*, called "Spoken Soul." Contrary to popular misconception, Ebonics is not synonymous with slang, the informal and usually short-lived word-usage most characteristic of teenagers and young adults (e.g. dope "very good" or ill "very bad"). The Kings in fact use relatively little slang, consistent with their self-proclaimed "old school" status. And while they do use four-letter words and their derivatives, this is definitely not a necessary nor a defining characteristic of Ebonics.

The more organic Ebonics features that these popular funnymen deploy are the distinctive vernacular pronunciations, grammatical features and rhetorical patterns found among virtually all age groups and most classes within the African American community.

Consider grammar. In the movie, the Kings mark tense and aspect when and how events occur with the tools of black talk.



(Top left) Steve Harvey and Cedric The Entertainer. (Top) Chris Rock and (above) Richard Pryor.

They place invariant *be* before verbs for frequent or habitual actions ("they songs *be* havin a cause"), and use *done* for completed actions ("you *done* missed it"), and *be done* for future perfect or hypothetical events ("Lightning *be done* struck my house"). And they frequently delete *is* and *are* in sentences where standard English requires it ("Tiger __my cousin" . . . "We __ confrontational"). As Bernie Mac noted (although not in relation to these forms): "You talk this way ain' nothin to be ashamed of."

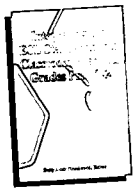
Some of these features are also found in

BEST COPY AVAILABLE

Now you'll know what to do with TESOL's pre-K–12 ESL standards in your classroom!

Integrating the ESL Standards Into Classroom Practice
Suzanne Irujo, Series Editor

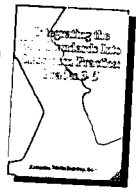
It's time to bring the *ESL Standards for Pre-K–12 Students* to life in the classroom. The four volumes in *Integrating the ESL Standards Into Classroom Practice* expand upon the groundbreaking work contained in previous TESOL standards publications. By demonstrating creative ways to implement the standards, the writers give teachers guides to good practice, enabling them to succeed in incorporating the ESL standards into other units and lessons they develop. These volumes will serve as a springboard to effective curriculum planning for ESL students.



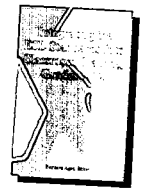
Integrating the ESL Standards Into Classroom Practice: Grades Pre-K–2
Betty Ansin Smallwood, Editor
Order No. 846, ISBN 0-939791-84-6.
$35.95 (TESOL members $24.95)



Integrating the ESL Standards Into Classroom Practice: Grades 6–8
Suzanne Irujo, Editor
Order No. 862. ISBN 0-939791-86-2.
$35.95 (TESOL members $24.95)



Integrating the ESL Standards Into Classroom Practice: Grades 3–5
Katharine Davies Samway, Editor
Order No. 854, ISBN 0-939791-85-4.
$35.95 (TESOL members $24.95)



Integrating the ESL Standards Into Classroom Practice: Grades 9–12
Barbara Agor, Editor
Order No. 870, ISBN 0-939791-87-0.
$35.95 (TESOL members $24.95)

Order all four volumes together and receive a 15% discount!

TESOL™
To order, contact TESOL Publications, PO Box 753, Waldorf, Maryland 20604–0753 USA
Telephone: 301-638-4427 or 301-638-4428 • Toll free: 1-888-891-0041
Fax: 301-843-0159 • E-mail: tesolpubs@tasco1.com • Or visit TESOL Online: http://www.tesol.org/



American Business English Internet School™

Powerful Internet Language Training for International Executives

Powerful, Innovative, Business English Teacher Training!

Need Business English Certification?

Are you TEFL qualified but needing Business English certification?
American Business English Internet School now offers the Certificate in Teaching Business English (CTBE) online. Enhance your professional skills:

* Learn online at your convenience with leading-edge technology
* Comprehensive, proven program including all essential aspects
* Frequent interaction and feedback
* Regular Self Tests to assess your progress
* Expert, friendly, 24/7 instructors.

For more inforrmation or to reserve your place for the next session, please send e-mail to: CTBE@bizenglish.com

Also visit us online at:
www.bizenglish.com
Amercian Business English
Internet School
Ider, Colorado, USA

If you can surf the Internet, you can learn Business English online!

the vernacular of whites and other ethnic groups, particularly in the South, where 90% of the Black population was concentrated until the early 20th century. But as extensive linguistic research has demonstrated, they are more common in the vernacular of blacks, particularly among the working and lower class.

Some features, like the deletion of *is* and *are*, are rarely if ever found in white vernacular usage, particularly outside the South. As D.L. Hughley commented in the movie, "We do things different." Where these features came from is still a matter of academic debate, but African, Caribbean and English sources have all contributed.

And contrary to public perception, Ebonics is governed by systematic rules and restrictions, unconsciously acquired and obeyed, as all natural languages are.

Are the Kings of Comedy unique in their use of Ebonics? Absolutely not. Comedians like Richard Pryor and Adele Givens and Chris Rock all draw on the vernacular, often to differentiate between blacks and whites, a recurrent theme in black comedy. Twentieth century icons like Sammy Davis, Moms Mabley and Dick Gregory all did too, as did old-timers like Bert Williams and George Walker (who began performing in the 1890s). Noting its ubiquity, in fact, Redd Foxx and Norma Miller included a chapter on "black street language" in their *Redd Foxx Encyclopedia of Black Humor* (1977).

The musical and verbal traditions of the Black experience are also replete with the sounds and structures of Spoken Soul. This may be most obvious in the newer genres, like hiphop, as in Grammy winner Lauryn Hill's 1998 *Lost Ones*: ". . did you really gain from/What you done done, it—so silly, how come?" But in 1924, Ma Rainey 's blues wailed in similar grammatical grooves ("See, See, Rider, see what you done done"). So too did the old spiritual that the Howard University choir intoned at their 1997 commencement ceremony ("Lord, I done done/I done done whatcha told me ta do") moments after keynote speaker Carole Simpson had bashed Ebonics.

Although African American ministers include some of the most accomplished manipulators of standard English, they invariably draw on Black rhetorical patterns in their sermons, as the Reverend Martin Luther King, Jr., often did, and as the Rev. Jesse Jackson still does. Moreover, as several studies have shown, Afro-Baptist and other preachers often use Black English to add realism and drama, especially at the peaks of their sermons. Celebrated Black writers too, have drawn extensively and creatively on the Black vernacular, from Paul Laurence Dunbar (1872-1906) through Langston Hughes (1902-1967) and Lorraine Hansberry (1930-1965) to contemporaries Sonia Sanchez (b. 1934) and August Wilson (b. 1945). Some novelists, among them Alice Walker and John Widemann, have used Ebonics not just in dialogue, but in narrative text.

Black writers have also been among the staunchest defenders and aficionados of Black English. James Baldwin called it "this passion, this skill, this incredible music," Toni Morrison insisted that there were certain things she could not say "without recourse to my language," and June Jordan praised its "life, voice and clarity."

As these last comments show, it is definitely not the case that African Americans always deny and disdain what is for most of them their mother tongue. So why did the nation greet Ebonics with such vitriol and hilarity during the controversy of 1996/1997?

Perhaps because of the general misconception that the Oakland School Board intended to teach and accept Ebonics in the classroom. Most of the fuming and fulminating about Ebonics stemmed from the mistaken belief that it was to replace Standard English as a medium of instruction and a target for success. Actually, the Board agreed with virtually everyone else in America that their students should master mainstream English, Standard English or whatever you want to call the variety of

WARNING: *Readers may find the images accompanying this article offensive. In no way does American Language Review support or endorse any points of view that may be construed from these images. They are an integral part of this article and have been included in the interests of scholarly research.*

Leroy, Big D, And Big Daddy Speakin Ebonics On The Internet

Ebonics Test: Leroy is a 19 year old sophomore at Oakland High School where they teach Ebonics as a second language. Last week he was given an easy homework assignment. All he had to do was use each of the following words in a sentence. This is what Leroy said:

Rectum...I had two Cadillacs, but my ol' lady rectum both.

Seldom...My cousin gave me two tickets to the Knicks game, so I seldom....

Tripoli...I was gonna buy my old lady a bra but I couldn't fine no tripoli.

http://www.user.whitleynet.org/ianbert/email/ebonics.htm



Figure 7: "Ebonics: Pseudo-Intellectualism for the Masses" (http://www.geocities.com/CapitolHill/3070/ebonics.html

This example comes from one of at least 1,021 websites that have appeared on the Internet since December 18, 1996 when the Oakland California School Board released what has come to be called the Ebonics Resolution[1], the result of a 30-member African American Task Force attempt to grapple with the underachievement of Oakland's African American students. These students were only 53% of Oakland's

Continued p.24

David Kirkland, Austin Jackson and Geneva Smitherman present the findings of their project that monitored various "Ebonics" sites on the World Wide Web.

English needed for school, formal occasions, and success in the world of work.

The real disagreement was about the means. The School Board's plan was to improve the teaching of the standard variety through systematic comparison and contrast with the vernacular. There is good research evidence for this approach, though the Board cited none of it. The conventional approach, favored by most Americans despite overwhelming evidence of its limitations, is to elevate and teach the standard by disparaging and trying to stamp out the vernacular.

But we are not convinced that African Americans want to abandon "down-home" speech and become one-dimensional mainstream speakers. Even Maya Angelou, who said in 1996 that she was "incensed" by the Ebonics resolution, has used Ebonics creatively in her poems (e.g., "The Thirteens" and "The Pusher"). And Bill Cosby, who contemptuously referred to "Igno-Ebonics" has crafted his comedic routines with soul talk (e.g. in "The Lower Tract"). Their strong negative reactions, we believe, were largely the result of their fear that students would be restricted to the vernacular.

Over a hundred years ago, James Weldon Johnson, who wrote the black national anthem ("Lift Every Voice and Sing") argued with his friend Paul Laurence Dunbar about the limitations of black dialect as an expressive instrument. But he had written masterful dialect poems himself e.g. "Sence You Went Away," 1900). Johnson's love-hate relationship with the vernacular is just one manifestation of the dual consciousness ("Two souls... two warring ideals in one dark body") that W.E.B. DuBois identified in 1903 as a characteristic of being black in America.

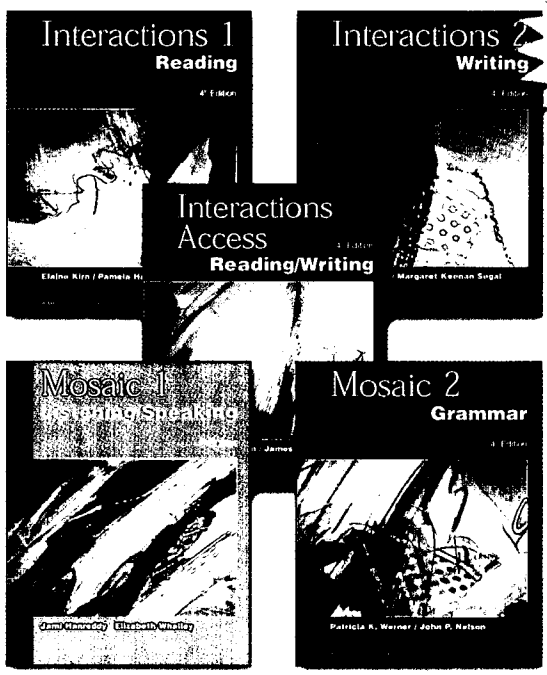
Judging from America's wholesale consumption and enjoyment of black comedy, music and literature that is born and bred of Spoken Soul, we are not convinced that whites and other ethnic groups want to see Ebonics abandoned either, quiet as that viewpoint is kept. Certainly it is not necessary to abandon Spoken Soul to master Standard English, any more than it is necessary to abandon English to learn French, or to deprecate jazz to appreciate classical music.

Moreover, suggesting, as some do, that we abandon Spoken Soul and cleave only to Standard English is like proposing that we play only the white keys of a piano. The fact is that for many of our most beautiful melodies, we need both the white keys and the black. What really strikes us about the Kings of Comedy, and the other comedians, writers, singers and preachers whom we've cited in this column, is their ability to command and switch seamlessly between Spoken Soul and Standard English.

Developing that dynamic bi-dialecticism in young African Americans is what Oakland was essentially proposing (albeit unclearly) in 1996. It remains an achievable and laudable goal.

John R. Rickford and Russell J. Rickford are the authors of *Spoken Soul: The Story of Black English* (NY: John Wiley, 2000), which won an American Book Award. John is Martin Luther King, Jr., Centennial Professor of Linguistics at Stanford University. Russell, a former correspondent for the *Philadelphia Inquirer*, is a freelance writer, currently writing a biography of Betty Shabazz, the wife of Malcolm X.

Interactions/Mosaic



NEW 4th EDITION Available June 2001

The comprehensive skills-based series guaranteed to prepare your ESL/ELT students for academic content . . .

- Themes are integrated across 5 levels
- Proficiency levels are articulated across skill strands
- Each student book features placement tests and chapter quizzes
- A website offers expansion opportunities for teachers and students

For more information visit our TESOL Booth 816 or Call Toll-Free 1-800-624-7294

ED1884

McGraw-Hill Contemporary

from p.22

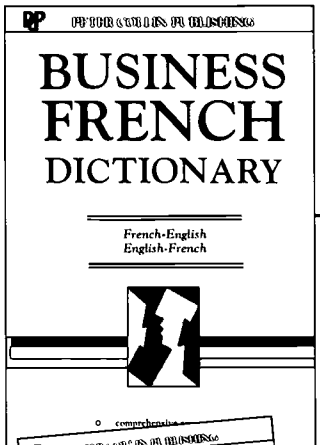
school population, but they represented 80% of the suspensions and 71% of the "special needs" students. And their average grade point was 1.8 compared to 2.7 for white and 2.4 for Asian students. Public response to this educational crisis, both on the Internet and in the broader public space, generated much heat but little light and reflected little sympathy for the plight of Oakland students.

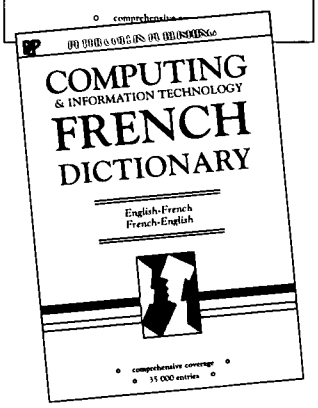
. The Ebonics controversy is a continuation of more than a century of focus on what James A. Harrison referred to back in 1884 in the journal *Anglia* as "Negro English." Included in this litany of debates is the internationally-publicized 1977-79 *King* Federal court case (also known as the "Black English Case") in which Smitherman (co-author of this article) served as chief advocate and expert witness for parents and their children who brought suit against the Ann Arbor, Michigan School Board for its failure to take the children's language into account in the educational process. Instead of recognizing the children's speech as legitimate and rule-governed, the Martin Luther King Junior Elementary School had used their "Black English" as the basis to place the children in learning disabilities classes. Federal Judge Charles Joiner's ruling in the parents' and children's favor, in concert with the tremendous body of research by linguists over two decades demonstrating the legitimacy and power of Ebonics, should have sounded the death knell over issues regarding the systematicity of African American Language. However, tension and conflicts over the language have never disappeared. Now, the cycle of debate includes the new dimension of cyberspace.

Websites provide a forum for reactions to issues such as the Ebonics controversy where members of the public can freely display their inner selves while their true identities are masked. Analyzing "Ebonics" sites produced by lay persons (sites maintained by linguists were excluded) between December, 1996 and June, 1999, generated from 13 search engines[2], our research team uncovered 1,021 sites, with 181 of them being duplicates where an author had borrowed wholesale from another website. Although the sites represented diverse samples—some constructed in what the authors conceived of as "Ebonics"—it was possible to classify them into one of the following categories: Jokes, riddles, nursery rhymes, poems, songs, religious or Biblical texts, rules for speaking Ebonics, political speeches and documents, "standardized" tests, dictionaries/glossaries, cartoons or other visual representations (some with no accompanying text).

About a third of the sample (N=348) was in Ebonics, or at least what the authors construed of as Ebonics. Only 21% of these representations used Ebonics accurately. For example, "Twas da night befo' Christmas and all in the hood," an Ebonics version of the first line of this well-known Christmas poem, was accurate in its use of "da" (Ebonics "d" for "th" substitution) and in its representation of Ebonics' postvocalic "r" deletion in "befo." (http:www.//joel.net/EBONICS/christmas.asp). However, the overwhelming majority of the sites that attempted to represent the syntax or phonology of Ebonics were grossly inaccurate, as in this line from an attempted translation of "Three Blind Mice": "She done whacked dare tail wid a fuckin knift" where

BILINGUAL RESOURCES





*We publish a wide range of bilingual dictionaries for students, professionals and translators. Languages includes Chinese, French, German, Portuguese, Spanish - visit our website (**www.petercollin.com**) for full details.*

Bilingual French Dictionaries

Respected, comprehensive bilingual English-French dictionaries covering specialist subjects. Each includes thousands of terms (for example, 50,000 business terms in the Business dictionary), together with an accurate translation, derived words and example sentences.

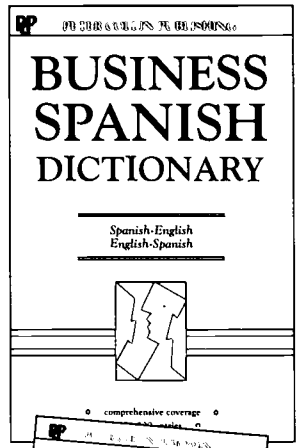
Business French: Book: 0-948549-64-5 CD-ROM 0-948549-77-7
Computing French: Book: 0-948549-65-3

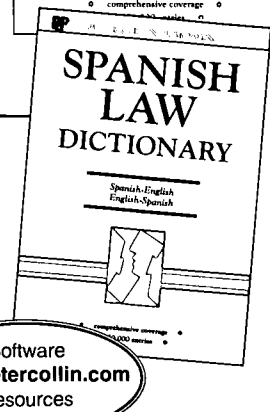
A dictionary I wouldn t hesitate to recommend
International Translators Institute

Bilingual Spanish Dictionaries

Bestselling range of comprehensive bilingual dictionaries covering business and legal terms. Each title includes thousands of terms (over 50,000 legal terms in the Law dictionary), together with an accurate translation, derived words and example sentences.

Business Spanish: Book: 0-948549-90-4 CD-ROM 0-948549-42-4
Spanish Law: Book: 1-901659-09-7





Software
www.petercollin.com
Resources

Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

"dare tail" would be "they tail" in correct Ebonics, and "knift" does not exist in Ebonics or any other variety of English (http://www.joel.net/EBONICS/blind-mice.asp).

Some of the most interesting web pages employed racist character stereotypes: Rufus, Buckwheat, Aunt Jemima, Big Daddy (used in reference to "God"), and Leroy. This last stereotype appeared on at least one out of every ten sites. He is represented as ranging in age anywhere from 18 to 30—yet he still attends high school! As further indication of such absurdity, the site entitled "Big D's Ebonics Page" is reproduced under three different URLs and contains anywhere from 12 to 16 Black stereotypical web productions, such as the "Gangsta Aptitude Test," which pokes fun at African American intellect, Ebonics nursery rhymes which dismiss Ebonics as a crude and even infantile tongue, and the "Ebonics Prayer" which denigrates African American spirituality, the sustaining core of Black Culture. This is significant because Big D's Ebonics sites exemplify a growing trend of web propaganda that disses the language and the people who speak it.

The research team was able to achieve a high degree of inter-rater reliability (90%) in classifying attitudes toward Ebonics itself and toward African Americans. Almost a quarter of the 1,021 sites characterized African Americans as dumb, lazy, criminal-minded, sex-crazed, and as a group of people not to be taken seriously. Ebonics, as the language of African Americans, was represented as "nothing but" slang, profanity, bad English, and a form of speech to be put down and ridiculed. In total, a full 90% of the sites reflected such negative attitudes toward the language. For example, the author of "Ebonics: An Insult to Black Intelligence," foolishly claims that "no intelligent person uses ebonics. I have heard all the excuses, especially the most popular one: 'I be usin' ebonics around my frains but I use regular English in public." HOGWASH! If you use ebonics in private, then you use ebonics in public." (http://www.blackpower.net/ebonics/ebonics.htm). Such an absurd allegation—that code and style switching does not exist—is contrary to all linguistic evidence and research.

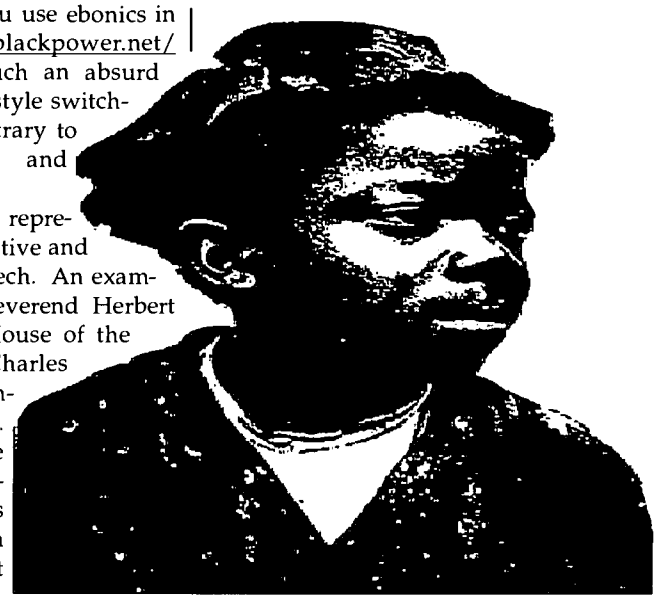
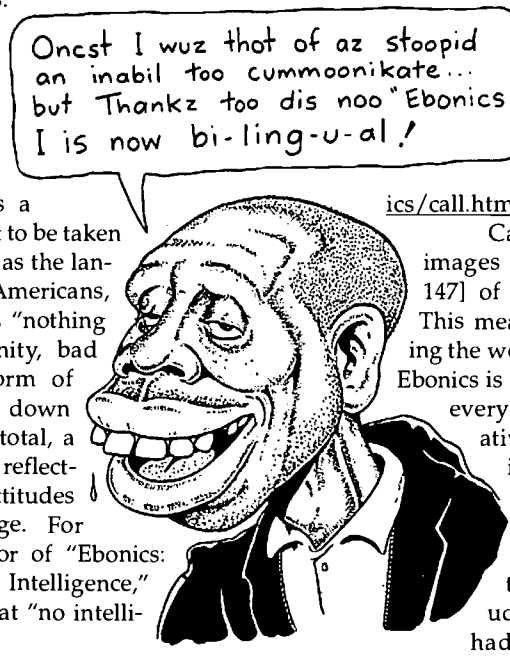


Figure 2: "Jim" Types of Sunny South. Indelible Photographs. Published by A. Wittemann, Souvenir Books and Post Cards, ca. 1900? From Anti-Black Thougt 1863-1925: Anti-Abolition Tracks and Anti-Black Stereotypes (Smith 1993)

Only 10% of the sites represented the language as creative and as a legitimate form of speech. An example is the work of the Reverend Herbert Daughtry, pastor of the House of the Lord Church, and Mr. Charles Barron, President of Dynamics of Leadership, Inc. Together they launched the "New York Ebonics Movement." The Movement has four purposes, one of which is "to respect the speech that African American children bring with them to the educational experience in New York schools, therefore meeting children where they are linguistically and taking them where they need to go." (http://www.dynateck.com/ ebonics/call.htm).

> "Websites provide a forum for reactions to issues such as the Ebonics controversy where members of the public can freely display their inner selves while their true identities are masked."



Cartoons and other visual images comprised 14.4% [N= 147] of the websites surveyed. This means that anyone searching the web for information about Ebonics is likely to encounter, after every seventh website, a negative image. Some of these images reflect a late Twentieth Century reincarnation of older, historical caricatures that many people (including this research team) had thought long since dead. As mentioned, Leroy sometimes dubbed "Leon" or other names, but always the same character type—was the most popular image (represented both visually and in stand-alone text). The depiction of Leroy, as shown (left), parallels a racial archetype that commonly appeared after Emancipation, namely the racial caricature, "Jim" (above). This and other stereotypical images commonly appeared in anti-abolition tracts and in the form of postcards and souvenir booklets from 1863 to 1925[3]. Looking at these images, one can see both in the late Twentieth Century "Leroy" and in the Nineteenth Century "Jim," the wide, flat nose covering most of the face, thick, massive bloated lips, a protruding jaw, and carnivorous-like teeth which combine with saliva that drops from Leroy's lips creating a bestial effect.

The image of the Black man as an oversexualized speaker of Ebonics is represented in a pornographic video advertisement linked to the gay website at http://www.gaywired.com, which portrays a sex-obsessed Black male to promote a gay pornographic movie. Playing on the popular reading program, "Hooked on Phonics," the advertisement presents its title in a preschooler's script, with the "k" in "Hooked" and the "s" in "Phonics" backward. The positioning of these letters reflects a com-

ERIC www.alr.org BEST COPY AVAILABLE 91

mon attitude toward Ebonics that was displayed in website after website, namely that Ebonics is "baby talk" or underdeveloped speech. More significantly, anyone, including small children, searching the Net for information on Ebonics could easily be exposed to this picture of a naked Black man clutching his penis.

The portrayal of Ebonics speakers as sex-obsessed is also found on websites that draw on popular, contemporary images and icons. For example, the picture (below) replaces the words on the Intel Pentium II processor logo with "Yo! Ebonics Inside" and "pimpin' II." Other websites such as the one seen in Figure 7 (see p. 22) succinctly communicate multiple negative messages concerning Ebonics. Here, the name of the popular butter substitute "I Can't Believe It's Not Butter" is replaced with "I Can't Believe It's Not English" on what appears to be an exact duplicate of the product. Reflecting the confusion and misconceptions about the Oakland School Board's statement that Ebonics is a language different from English, this altered title is placed on an inverted bottle of butter, suggesting that the subject of Ebonics itself is odd, backward, or simply not worthy of intelligent discussion. The words that accompany this image, "EBONICS: Pseudo-Intellectualism for the masses," more than reinforce this point.

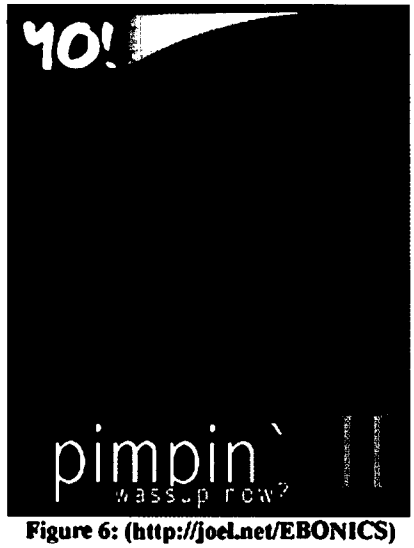


Figure 6: (http://joel.net/EBONICS)

What are we to conclude from this analysis of over a thousand websites dealing with Ebonics? Given a national school system and an American public more and more dependent on cyber-airways for information, we must assume that misinformation and misleading viewpoints about Ebonics have tainted the perceptions of the majority of web users.

According to research, 84% of Internet users in the United States are European American[4], and 45% of Net users are of school-age[5]. This means that an overwhelming number of European Americans and students will come in contact with negative information that distorts Ebonics and the reality of its speakers.

Close to 70% of all teachers have access to the Internet[6]. And nearly all teachers will have access by 2005[7]. Accordingly, language arts (and other) teachers will undoubtedly be swayed by the anti-Ebonics propaganda in circulation on the Internet. This may even cause them to be reluctant to teach about language diversity in the classroom, promoting the misconception of a monolingual standard, which excludes Latinos, Asians and Blacks. It is thus ironic that as our nation becomes ever more connected with the world through the Internet, we as a nation may be disconnected from the reality of language diversity as a result of negative messages on the Internet. We need to question "why" wh-en one types in the word "Ebonics," does pornography arise? Why do racist images and character stereotypes unveil themselves? And why do-es the conservative, anti-Black child perspective speak out so loudly?

Internet productions on Ebonics represent unsolicited views, voluntarily of-fered to communicate with others, in a medium that provides a cover for the writer's identity. Of course we were unable to ascertain the racial identity of the 1,021 producers of the Ebonics websites our research uncovered. Nor is there any way to corroborate the self-professed racial identities that were sometimes given within those websites.

However, given the digital divide that still exists, it is safe to assume that the folks who hang out in cyberspace are not your typical boyz in the hood. And while we do not claim that these websites are representative of the more than 250 million Americans who comprise this nation, still these Ebonics websites do provide a snapshot of turn-of-the-century attitudes toward the language of African Americans as well as attitudes toward African Americans themselves. What this portrait reveals is that we language arts teachers and scholars of the new millennium have our work cut out for us.

"What are we to conclude from this analysis of over a thousand websites dealing with Ebonics? Given a national school system and an American public more and more dependent on cyber-airways for information, we must assume that misinformation and misleading viewpoints about Ebonics have tainted the perceptions of the majority of web users."

Notes:

1. The formal title of the "Ebonics Resolution" was "Resolution of the Board of Education Adopting the Report and Recommendations of the African American Task Force."
2. The Internet search engines and directories were: Excite, Infoseek, Yahoo, Altavista, Netscape, Microsoft Network, Lycos, Snap.com, Go Network, Planet. Com, Hot Bot, Web Crawler, and Go To.com.
3. John David Smith, ed., *Anti-Abolition Tracts and Anti-Black Stereotypes: General Statements of "the Negro Problem."* New York: Garland, 1993.
4. "African-Americans and the Internet." Pew Internet Project. Http://www.pewinternet.org/reports/toc.asp?Report=25. (October 22, 2000).
5. "Current Population Survey(CPS) Report." U.S. Census Bureau. http://www.census.gov/population/www/socdemo/computer.html (October 1997).
6. Ibid.
7. Ibid.

David Kirkland, Austin Jackson and Geneva Smitherman. Department of English, Michigan State University, East Lansing, Michigan. This article is based on a research project funded by the Intramural Research Grant Program at Michigan State University from 1999-2001. The authors gratefully acknowledge the support of the Office of the Vice President for Research and Graduate Studies. An earlier version of the article was presented at the National Council of Teachers of English Convention in November, 2000.

Add ONLINE COURSES to your ESL/EFL PROGRAM

PEAKEnglish.com
www.peakenglish.com/tesol

Let us build a customized learning site for your school

- Offer online courses at three skill levels
- Monitor student progress with online report cards
- Generate additional revenue for your school
- It's FREE to set up!

TESOL 2001- booth #528

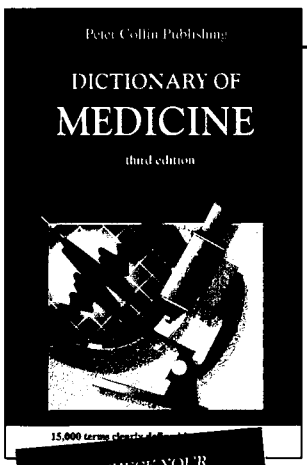
PEAK English

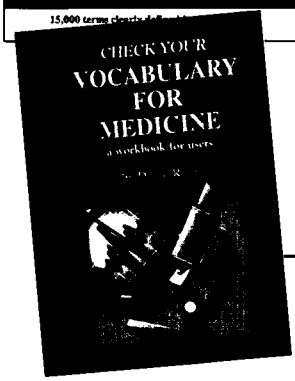
Contact PEAK English and we'll create your online ESL/EFL program overnight!

by DISTANCE LEARNING, Inc.

135 Fifth Avenue New York, NY 10010 E-mail: tesol@peakenglish.com Tel: (212) 353-0022

ENGLISH RESOURCES





Dictionary of Medicine, *third edition*

A new and fully revised edition of this bestselling title. Comprehensive coverage of medical practice, with terms from surgery, general practice, hospitals, clinics, nursing, pharmacy, dentistry and other specialisations included.

Each entry includes part of speech, phonetic pronunciation guide, example sentences and a clear definition. Ideal for professionals learning English for medicine.

Book: 1-901659-45-3 CD-ROM: 1-901659-38-0

Dictionary of Law, *third edition*

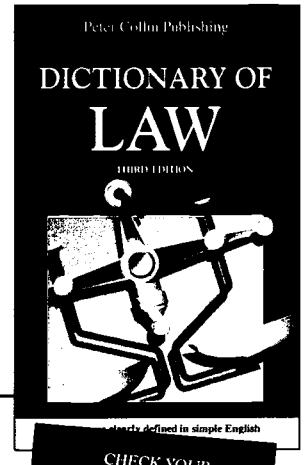
A new, revised edition of this comprehensive, bestselling dictionary. This edition covers over 7,500 terms used in British and American English. Each entry include clear definition, phonetic pronunciation, part of speech, example sentences, grammar notes and collocations to help improve vocabulary. Ideal for Law ESP courses.

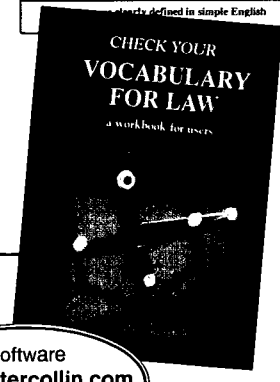
Book: 1-901659-43-7 CD-ROM: 1-901659-37-2

Vocabulary Workbooks

A range of specialist workbooks packed with games and puzzles to help students improve English vocabulary.

Workbook for Medicine, 2nd ed. 1-901659-47-X
Workbook for Law, 2nd ed. 1-901659-21-6





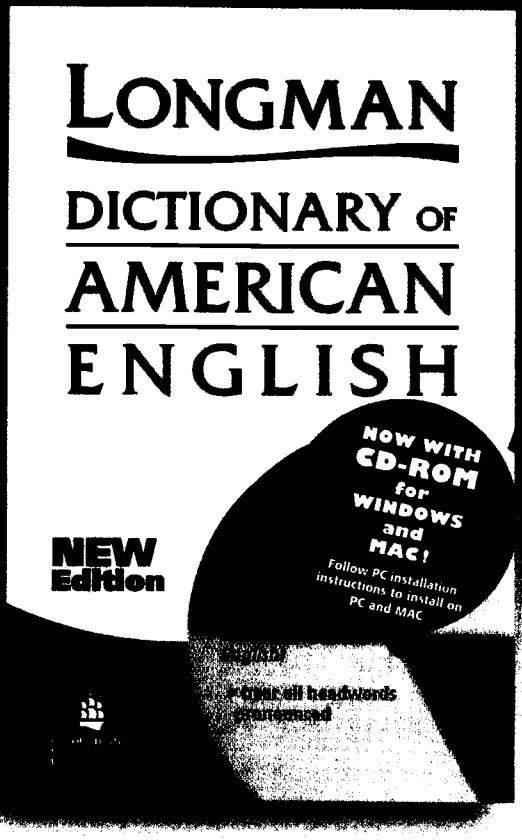
Software
www.petercollin.com
Resources

Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

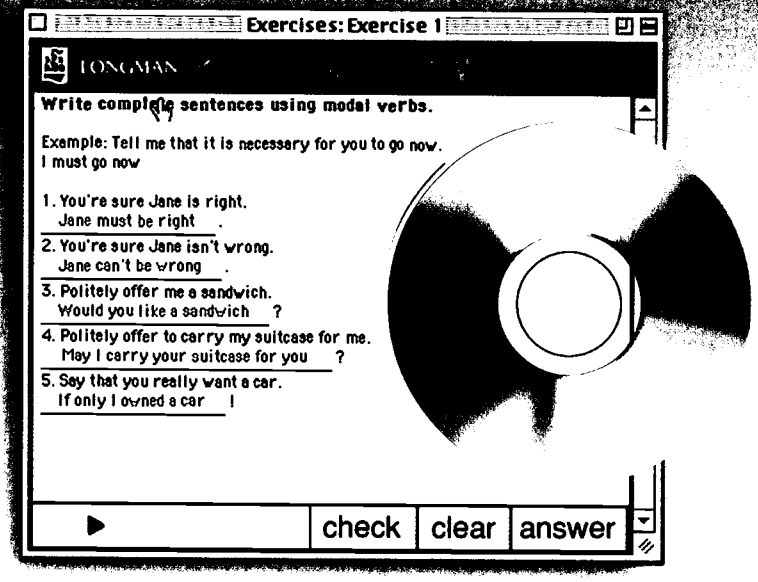
New

The World's *Favorite* Dictionary...



- Clear definitions written using the Longman Defining Vocabulary
- Features the latest terms from business, technology and the media
- New usage notes help learners avoid common errors

Now has a CD-ROM!



- Includes full text from the *Longman Dictionary of American English*
- 1,000 pictures to view
- Audio for every headword
- Tables, weights and measures, numbers, pronunciation
- Interactive exercises

Contact Your ESL Specialist today!

1-800-375-2375

www.longman-elt.com/dictionaries

Hardware Requirements

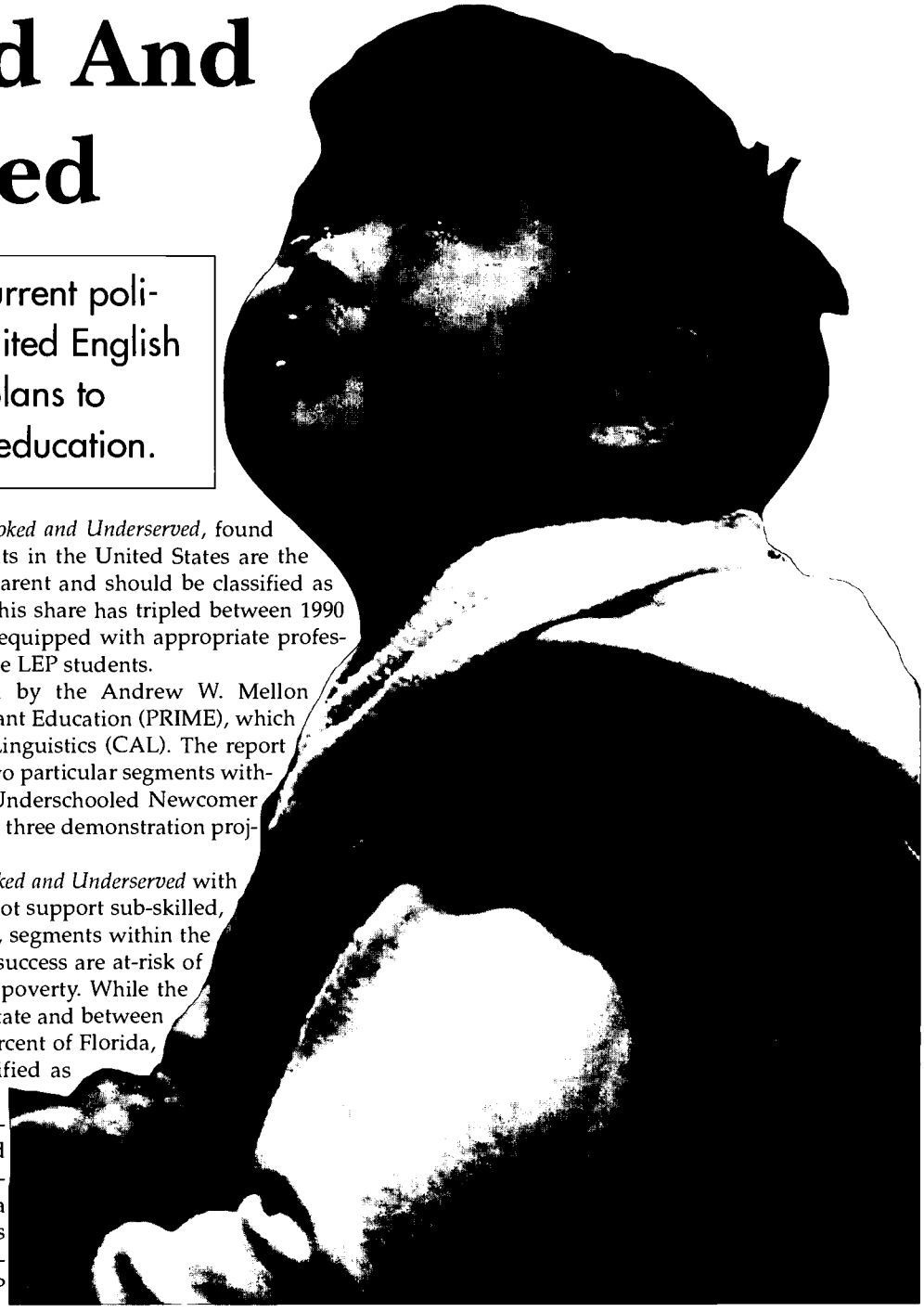
PC minimum requirements:
486 66MHZ Windows 95/98 NT, 16 MB RAM, MPC compatible. Audio board (e.g. Soundblaster) Quad speed CD-ROM drive.

Mac minimum requirements:
68040 CPU, 8MB RAM, 8 bit 256 color display. Dual speed CD-ROM.

Pearson Education

Immigrant Students: Overlooked And Underserved

Steven Donahue examines current policies towards students with limited English abilities and assesses future plans to assist minorities in language education.



A recent Urban Institute report, *Overlooked and Underserved*, found that 20 percent of school-age students in the United States are the children of at least one immigrant parent and should be classified as Limited English Proficient (LEP)[1]. This share has tripled between 1990 and 1997. Yet, only 2.5 percent of teachers are equipped with appropriate professional preparation for the task of educating these LEP students.

The Urban Institute report was funded by the Andrew W. Mellon Foundation. It is part of the Program in Immigrant Education (PRIME), which is coordinated with the Center for Advanced Linguistics (CAL). The report was motivated by the startling failure rates of two particular segments within the LEP population: Long-Term LEPs and Underschooled Newcomer Teens. The report drew on national statistics and three demonstration projects in California and Maryland.

Jorge Ruiz-de-Velasco, co-author of *Overlooked and Underserved* with Michael Fix, says that the New Economy does not support sub-skilled, English language-deficient workers. Ominously, segments within the LEP population who cannot achieve academic success are at-risk of being locked into a trans-generational cycle of poverty. While the definition of the term LEP varies from state to state and between federal agencies, 37 percent of California, 18 percent of Florida, and 29 percent of Texas populations are classified as such according to the 2000 Census.

Ruiz-de-Velasco says that the growing mismatch between the allocation of resources and LEP learners' needs could foreshadow an educational "train wreck." He noted that, "As Florida and Texas move towards accountability systems and high-stake standards movements, a potential rise in drop out and failure rates of the LEP population is a serious concern."

Another Great Transformation

The United States is the world's major destination for immigrants. Newcomers and Limited English Proficient learners must run a gauntlet of challenges: Language, Culture, and Technology. Earlier waves of immigrants did not face such enormous learning tasks simultaneously. In a sense, the "bar" has been raised for becoming a successful American: Computer literacy, Communication skills, and the New Literacy of the new economy are now considered basic skills.

This immigrant influx is a continuation of the "Fourth-wave" of newcomers who have moved into the United States after 1965 when the preference system changed allowing non-Europeans easier entry. According to the Population Reference Bureau, about

ERIC www.alr.org BEST COPY AVAILABLE

one million (legal) immigrants are entering the United States every year, a figure comparable to the 1900s. Indeed, the U.S. foreign-born population has reached an all-time high of 26.3 million representing about 10 percent.

But unlike the earlier immigrations, the Urban Institute report identified two groups of immigrants that do not do well. One group is the set of immigrant children who arrived as teens. These late entrants face the additional hurdle of overcoming critical literacy gaps in an interrupted education. The second group is "Long-Term LEPs" who are usually orally proficient, but lack written literacy skills.

Demographics 101

In U.S. schools, LEP Spanish speakers are increasingly predominant. Between 1980 and 1995, the share of immigrant children from homes where Spanish was spoken rose by 65 percent. By the year 2024, one in four public school students will be of Hispanic origin. If immigration continues at its present level, the U.S. population will grow to 387 million people by 2050—124 million more than today. The U.S. Bureau of the Census projects that the Hispanic U.S. population will grow from 11% to 24% by the year 2050. The Urban Institute sought to find the causes of the troubling statistic showing a persistent Hispanic high school dropout rate of about 30 percent nationwide.

By the year 2050, the Asian percent of the American population is projected to grow from today's 4% to 8%. However, there are varying dropout rates for different immigrant groups. Mexican dropout rates are almost double the national average for the first, second, and third generations. In contrast, Asian dropout rates are only one-quarter of the national average for foreign-born children.

Best Practices

Citing a National Research Council report, the Urban Institute agrees that successful LEP programs have three common aspects:

- Initial Native Language Focus.
- Early Phase-in of English Instruction.
- Teachers Trained in Instructing LEP Students.

Unfortunately, these three elements are often not in place in the nation's schools. Some LEP students continue to hover in bilingual programs for five, six, or seven years—far beyond the normal three years.

Both late-entrants and long-term LEP students enter high schools and encounter teachers who assume (incorrectly) that literacy has already occurred and who may lack the special skills to teach ESOL students. According to the report, there is a mismatch in the allocation of ESOL resources, with the bulk of the money going towards K-3 and not to the high school LEP population where funding is most needed.

The New Ellis Islands: California, Texas, Florida.

The gateway states are California, Texas, and Florida for receiving and educating the bulk of LEP students.

> "By the year 2050, the Asian percent of the American population is projected to grow from today's 4% to 8%."

California: Politics Of Immigration

California with the largest percent of LEP students has gone through a reactionary phase. Ruiz-de-Velasco says that "the politics of immigration," have impacted the special needs of the LEP community in a way that another special population, the handicapped, is not encumbered with. Ruiz-de-Velasco points out that when the economy is not in recession, "unions, high tech employers, and low population states desire immigrant workers." But employment concerns or sudden peaks in growth (which has happened in Arizona) trigger anti-immigrant measures and sentiment.

Texas: "No One Left Behind"

Texas is a bright spot, and some view its language policies as a bellwether of where the Bush administration will lead us. The Administration has submitted an outline of its education blueprint to Congress, which includes a four-step framework for working with LEP students. The outline of White House document "No Child Left Behind" has four cornerstones:

- Streamline the Elementary and Secondary Education Act (ESEA) Programs.
- Set Performance Objectives for Improving English Fluency
- Impose Sanctions for Poor Performance.
- Free School Districts to Select a Teaching Approach That Meets the Needs of the Learners.

The education proposal calls for a three-year cap on LEP programs. Districts will be required to teach children English in school after three consecutive years of schooling.

Florida: Banking On Innovation

Florida has thus far avoided the California model of punishing English language learners. The new Education Commissioner, Charlie Crist (who is the grandson of a Greek immigrant), described the immigration patterns in Florida as "healthy for our State" and feels confident that the Bush Administration's education package will reward Florida's "innovation and energy to re-engineer and re-energize" the teaching of English as a second language to the State's newcomers.



Florida Commissioner Crist

Crist says he senses that, "Accountability and standards are a hidden opportunity to accommodate every LEP student, so that when they leave school they truly have a basket of skills to be ready for a job in Florida's growing economy."

Echoing the findings of the Urban Institute's report that accountability system programs serving immigrant LEP students are generally weak, Florida Education Commissioner Crist feels that "not all positive LEP reform requires external funding."

Yellow Brick Road

The Urban Institute report makes three recommendations for reforming LEP education in the United States: First, re-examine and restructure the school to meet the needs of *all* students. The report advocates a move towards block scheduling in order to give teachers increased flexibility for cross-departmental collaboration.

Next, link immigrant education to school wide reform. The study found that professional development, curriculum improvement, and reorganization efforts had a collateral benefit to mainstream stu-

cont. p.32

Teachers College ~ Columbia University

The *TC* TESOL Certificate Program

July 5 - August 15, 2001
New York, New York

- Update your knowledge of educational linguistics
- Link second language acquisition theory to practice
- Explore teaching methods, materials, and technologies
- Relate learner-oriented assessment to instruction
- Elect flexible modules appropriate to your teaching interests
- Interact with American and international colleagues
- Immerse yourself in the New York City cultural experience
- Connect to the Teachers College network around the world

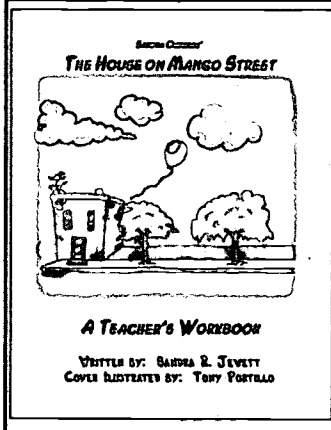
Teachers College TESOL Certificate Program Columbia University

Contact:
Diane Pinkley, Director
The *TC* TESOL Certificate Program
219 Main Hall, Box 66
Teachers College, Columbia University
525 W. 120th Street
New York City, New York 10027

~ telephone: (212) 678-3713 ~ fax: (212) 678-3428

www.tc.columbia.edu/~academic/tesol/certificateprogram.htm

House on Mango Street Workbook



"A unique Reproducible Workbook for one of the Most Popular Contemporary novels with a Latina point of view."

A Miller Educational Exclusive, this engaging 91 page teacher's reproducible workbook is filled with activities that are integrated across the curriculum. Activities include cooperative learning, games, history, and the arts.

70002 **$16.95**

Also a treasure of original **transitional novels** with a tape for each, is now available. ***These Take Ten Books*** and ***Standing Tall Mysteries*** are written at 3rd to 4th grade levels for young adults and are ideal for intermediate ESL Learners.

Call or write for our Catalog.
Miller Educational Materials, Inc.
7300 Artesia Blvd. Buena Park CA 90621
(800) 636-4375 FAX (714) 562-0232

FULBRIGHT TEACHER and ADMINISTRATOR EXCHANGE

Opportunities for educators at the elementary, secondary, two-year and four-year college levels to:

- Exchange classrooms with teachers from other countries.
- Participate in a six-week administrative exchange.
- Attend a classics seminar in Italy.

TO QUALIFY YOU MUST:

- Be a U.S. citizen.
- Be fluent in English.
- Have a Bachelor's degree or higher.
- Be in at least your third year of full-time employment.
- Hold a current full-time teaching or administrative position.

Underrepresented groups are encouraged to apply.

For more information and an application contact:
The Fulbright Teacher and Administrator Exchange
Attention: A.L.R.
600 Maryland Avenue SW, Suite 320
Washington DC 20024
(800)726-0479 • fulbright@grad.usda.gov
www.grad.usda.gov/info_for/fulbright.cfm

Applications must be post-marked by October 15, 2001

Note: Foreign nationals should contact the U.S Embassy or Fulbright Commission in their country.

~Sponsored by the United States Department of State~

Announcing
The Yale Language Series for English as a Second Language

a collection of resource materials for teachers and students

Our inaugural programs coming in Fall 2001

Twelve American Voices
An Authentic Listening and Integrated Skills Textbook
MAURICE COGAN HAUCK WITH KENNETH MACDOUGALL
Based on the award-winning producer David Isay's NPR broadcasts
Student Manual 0-300-08960-0
Free Instructor's Manual 0-300-08961-9 .
Audio CD 0-300-08962-7

Testcraft
A Teacher's Guide to Writing & Using Language Test Specifications
FRED DAVIDSON & BRIAN LYNCH
0-300-09006-4

The Art of Non-Conversation
A Re-Examination of the Validity of the Oral Proficiency Interview
MARYSIA JOHNSON
0-300-09002-1

Yale University Press—
P. O. Box 209040, New Haven, CT 06520
specproj.press@yale.edu 203-432-7620
To explore samples from these programs or request examination copies, contact us or visit
www.yale.edu/yup/ESL

from p.30

dents as well. State-led and district-led standards-based accountability and data-driven program evaluations can work hand in hand with LEP programs.

Finally, promote community involvement as a key to program success. The importance of involving all stakeholders: teachers, students, administrators, parents, and outside experts is critical to building an effective LEP program.

America's Rainbow

During the early expansion of America to its frontiers, settlers from sparsely populated cities would post a Conestoga "Welcome Wagon" at the outskirts of town to meet westward travelers with fresh food and water and entice newcomers to the community. Iowa, forecasting the day when there will be a critical shortage of people to run its complicated state (2010), has begun to put together the cyber-equivalent of the wagon to attract immigration.

Echoing a similar message of invitation is evident in the voice of Florida Education Commissioner Charlie Crist whose grandfather, Adam, emigrated from Greece at the age of 14 with a third grade education, shined shoes for a living, and never fully mastered English. Crist said that the passion for learning and getting an education was passed on to his father who became a physician and subsequent generations.

Perhaps, in pursuing such an inclusive policy of immigration, the lyrics of Woody Guthrie's song "This Land Is Your Land" sum up the challenges, passions, and opportunities best:

This land is your land, this land is my land
From California to the [Staten] New York Island,
From the Redwood Forest, to the Gulf stream waters,
[God blessed America for me.]
This Land Was Made For You And Me!

Note:

1. A student is regarded as LEP if there is reported difficulty in understanding oral English, or if speaking, reading, or writing the English language presents a hurdle to English classroom instruction. There are varying requirements for the classification and access to LEP services.

References:

August, Diane, and Kenji Hakuta, eds. 1997. *Improving Schooling for Language Minority Children: A Research Agenda.* Washington, D.C.: National Academy Press.

Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools. By Jorge Ruiz-de-Velasco & Michael Fix with Beatriz Chu Clewell. December, 2000. The Urban Institute. http://www.urban.org

Immigration to the United States. By Philip Martin and Elizabeth Midgley. Vol. 54, No. 2. June, 1999. Population Reference Bureau. http://www.prb.org

Center for Applied Linguistics. http://www.cal.org/prime/pubs/series.htm

Transforming the Federal Role in Education So That No Child is Left Behind http://www.whitehouse.gov/news/reports/no-child-left-behind.html#6

"This Land Is Your Land" comes from Guthrie's last commercial session, made for Decca on January 7, 1952 http://www.fortunecity.com/tinpan/parton/2/thisl2.html

Steven Donahue teaches ESL at Broward Community College and TESOL methods at Florida Atlantic University in South Florida. sdonah01@bellsouth.net or http://fs.broward.cc.fl.us/~sdonahue

Work Around the World

Earn the internationally recognized University of Cambridge RSA Certificate in English Language Teaching to Adults (CELTA)

- 4-week courses in San Francisco & the U.K
- Highly qualified and experienced trainers
- Career counselling and employment contacts worldwide
- Courses for Overseas Teachers (2 or 4 weeks)

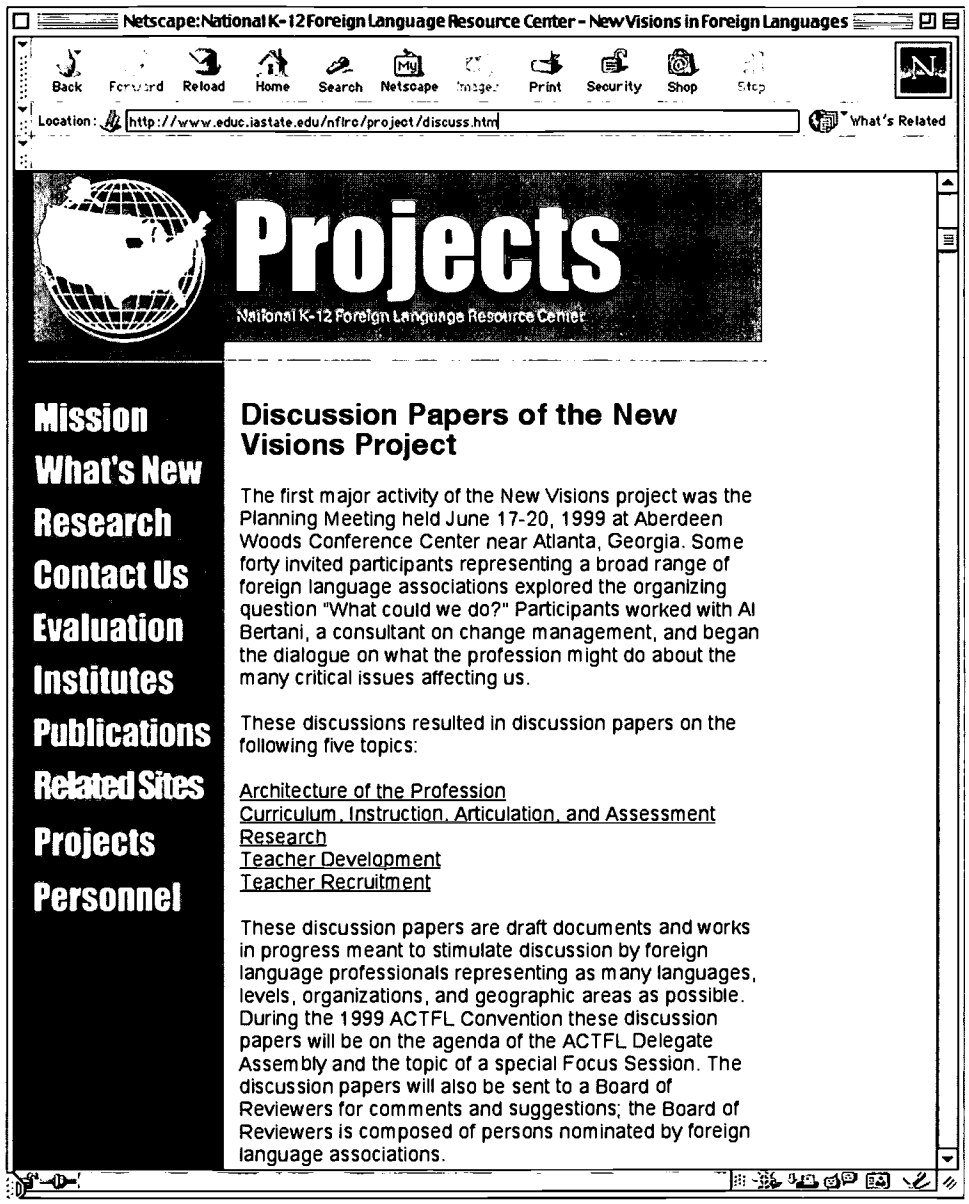


One Hallidie Plaza Ste. 350 (5th & Market) San Francisco 94102
Tel: (415) 788-3552 Fax: (415) 788-1923
E-mail: sfstgile@slip.net www.stgiles-usa.com

St Giles Language Teaching Center

New Millennium, New Visions: Early Fruits for Foreign Languages

Paul García reviews recent efforts to give direction to foreign language teaching in the U.S.



"New Visions" may not yet be so "universal" a coinage as the terms "proficiency" or "standards" are in the lexicon of U.S. foreign language professionals. It soon will be. As details and related initiatives continue to make their appearance at language conferences and in print, we will come to once again understand the growth potential that a unified professional stance—such as the National Standards did—can have for language teaching at all levels.

A jointly-sponsored endeavor of the American Council on the Teaching of Foreign Languages (ACTFL) and the National K-12 Foreign Language Resource Center at Iowa State University begun in 1998/99, "New Visions in Language Education" espouses neither specific methodological concepts nor achievement/performance benchmarks. Rather, the project offers our field an opportunity—in ways similar to the processes of Standards for Foreign Language collaborative project—to formulate a common national agenda for language teaching and learning.

"New Visions" aim is to bear fruit over the next decade—and even beyond—as we strive to create an American society fluent in more than one language, and knowledgeable and affirming of other cultures, their unique perspectives, and their practices.

The seeds of this collaborative enterprise began to germinate at an invitational planning meeting attended by about 40 language leaders in June, 1999. Utilizing appropriate team-building activities informed by "FL content," the participants identified five major areas for consideration that collectively addressed roughly the question, "What would it take to make the study of languages in the US what we think it should be?" The five topics are:

- Architecture of the Profession (its structures and symbolic/real place in our minds and work
- Curriculum, Instruction, Assessment, and Articulation
- Research
- Teacher Development
- Teacher Recruitment & Retention

Of course, each area generated much comment and reflection for action; five papers were designed to summarize and offer a tentative answer to what might be done to achieve our profession's goals. (This reporter co-authored the Recruitment piece; all the papers are accessible at the New Visions web site: http://www.educ.

cont.

from p.33

iastate.edu/nflrc/project/discuss.htm)

The papers were disseminated at the ACTFL 1999 convention in Dallas. They were subsequently augmented by written commentary and suggestions gathered during the first months of 2000. These early ideas were thus made available to an ever-widening circle of our profession. The follow-up, considered a national priorities meeting to further clarify and develop the thoughts of the previous year, was held in June, 2000, in the Greater Washington, D.C. area (Leesburg, Virginia). Almost 170 attendees—representing many different FL groups, languages, ethnicities, and levels—as well as themselves, began the process of shaping and prioritizing the information that had been put together over a four-day period. As characterized in the New Visions web site (http://www.educ.iastate.edu/nflrc/project/), the hoped-for results for New Visions 2000 were to:

"1. Develop an agreed-upon plan that outlines a framework for general directions and specific actions.

2. Build alliances and guiding coalitions committed to implementing the general directions and willing to take responsibility for specific actions."

Participants kept their discussions within the scope of the original five areas, and resolved to begin work on harvesting what team-building leaders Al Bertani and Joanne Quinn termed "low-hanging fruit." Thus, we explored avenues to popularize and implement both the aims and the knowledge-base of an expandable agenda while simultaneously pondering the financial, procedural, and temporal opportunities (a.k.a. "challenges") vital to nurturing future, larger-scale initiatives inspired by New Visions.

"We do need a superbly and appropriately educated teacher force; we do need a research-based praxis."

The June 2000 developing agenda and the concomitant prioritization of actions (also available through both the ACTFL and New Visions web sites, www.actfl.org and www.educ.iastate.edu/nflrc/project/visions2000.htm, respectively) were further discussed, together with the early fruits, at the ACTFL 2000 Convention through specific sessions and focus activities, well in keeping with the conference theme of "Language Learners for the 21st Century: Every One, Every Where, Every Day." As the many ACTFL participants can attest, collaborative activities are by definition inclusive rather than exclusionary, and evolve as discussion takes place. Much positive comment and support for the agenda items and for their wider dissemination at local, state, and regional venues were promised. (Missouri's foreign language organization, for example, hosted this reporter's focus presentation on New Visions and its local relevance in early November; other states and New Visions participants have offered similar activities, or are planning Spring 2001 meeting sessions to discuss the project.)

"What next?" is the major question. As the loose confederation of activities continue, there will remain a need to coordinate or "clearinghouse" the undertakings, not to serve as a quality-control mechanism, but to bring focus to and operationalize aspects of a large-scale, overlapping, and, presently, very low-budget set of practical ideals. (A modest coordinating grant has been applied for; we will know the outcome in late Spring, 2001.) For the present, the visibility of the low-hanging fruits becomes greater as we seek avenues to ensure that the loftier boughs bear even more of a successful harvest to nourish our profession. Our goals affect the entire profession, our entire profession affects our goals—thus their practicality is also absolutely necessary. We do need a superbly and appropriately educated teacher force; we do need a research-based praxis; we do need student-centered curricular and performance-based assessment projects; we do need to recruit and retain our teachers in every state; and we do need to attain these goals utilizing the professional structures we have created working in tandem for our collective benefit and in service of any one parochial interest.

"New Visions," in summary, has become a firm, significant step in a long process that began in our professional past, with individuals and groups seeking to find clarity and unanimity of purpose in order to improve our common cause of language and culture study and appreciation. Bandwagons and approaches to teaching, while important, must take a second-row seat, as it were, to the matter of focusing energies and resources on the vital aspects of a national agenda, one that seeks to assure that our children—all our children, and our compatriots of any age—shall enjoy the benefits of interconnected cultures that global interests, travel, and technology have made as close as our desk or easy chair.

Dr. Paul A. García is the 2000 President of ACTFL and is a faculty member for foreign/second language education at the University of Kansas. A former teacher of German and Spanish and FL Supervisor, he serves as the ninth member of the New Visions Steering Committee. The original eight committee members are: Elizabeth Hoffman (NE), Myriam Met (MD and 1999 Steering Committee Chair), Deborah Parks (WA), June K. Phillips (UT), Marcia Rosenbusch (IA, Project Co-Director), C. Edward Scebold (NY, Project Co-Director), Emily Spinelli (MI and 2000 Steering Committee Chair), and Ann Tollefson (WY).



The current world situation provides remarkable opportunities for teachers of English as a second language. The M.A. from Wheaton College Graduate School will prepare you for the broadest range of positions in universities, language institutes, schools, and international agencies.

TESL: help meet the world's demand...



...with an M.A. or Certificate from Wheaton

The TESL programs at Wheaton College Graduate School include training in literacy, curriculum development, computer-aided language learning, language testing, program administration, as well as a teaching practicum related to your interests and goals. Also, ask about the Institute for Cross-Cultural Training (ICCT), a one-month intensive introduction to TESL offered each summer.

For more information call **800-888-0141** or visit our web site at www.wheaton.edu/tesl.

Scholarship Committed to Servanthood

Since 1860 For Christ and His Kingdom
Wheaton College
GRADUATE SCHOOL

Wheaton College complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities.

Department of Linguistics and Language Development

San José State UNIVERSITY

- MA in Teaching English to Speakers of Other Languages (TESOL)
- MA TESOL, Emphasis in ESP
- MA in Linguistics Graduate Certificate in TESOL
- Undergraduate Certificate in TESOL
- BA Linguistics

Fully accredited Bay Area/ Silicon Valley

For further information call or write:
Linguistics & Language Development
San Jose State University
One Washington Square
San Jose, CA 95192-0093
Tel: 408.924.4413 Fax: 408.924.4703
E mail: linguist@email.sjsu.edu

Visit our web page: http://info.sjsu.edu/web-dbgen/catalog/departments/LING.html

P·E·C BRIDGING LANGUAGE BARRIERS

American English Pronunciation & Vocabulary Development for Professionals on Audio & Video Tape

Serving English Speakers Since 1984

Perfect Pronunciation on Audio & Video
Vocabulary Development 1, 2 & 3
Medical Terminology
Office Terminology
Computer Terminology
Public Works Verbs
Say It Politely
American Names
Regular & Irregular Verbs

The Personal English Company

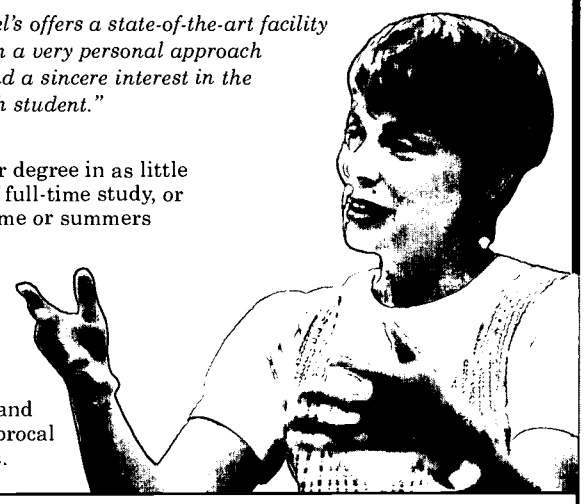
www.personalenglish.com
Phone (626) 355-3900
Fax (626) 355-5208
E-mail: tapes@personalenglish.com
P. O. Box 877, Sierra Madre, CA 91025-0877 U.S.A.

Saint Michael's

MA Program in TESL/TEFL

Internationally Known Program Distinguished Faculty Established in 1962

"Saint Michael's offers a state-of-the-art facility combined with a very personal approach to teaching and a sincere interest in the success of each student."



Complete your degree in as little as one year of full-time study, or attend part-time or summers only.

Pursue an optional program of study toward K-12 ESL endorsement and licensure reciprocal with 37 states.

School of International Studies / Saint Michael's College
Winooski Park, Colchester, Vermont 05439-0253 U.S.A.

Phone: (802) 654-2300 • Fax: (802) 654-2595
E-mail: sis@smcvt.edu • Web site: http://www.smcvt.edu/sis

Jail: A Lang

Gordon Rich explores the inner world of language among those incarcerated in U.S. jails and prisons.



Imagine finding yourself caught up in the conflict and confusion of the American criminal justice system. Strange terms and procedures surround you. You are clearly in a world that requires a specialized knowledge: it has its own special language. Terms like "three strikes," "plea bargain," and "pro per" are attached to an endless stream of "whereas" and the "party of the first part," until you feel like Alice in Wonderland conversing with Norm Crosby.

The next thing you know is that you're incarcerated, accused of committing a crime that is serious enough to warrant, at least temporarily, removing you from the mainstream of society.

This frightening scenario is an all-too-real experience for over one quarter of those who are imprisoned every year in the United States: people whose first language is not English. Anyone jailed for the first time, whether they were proficient in English or not, would be scared and confused by the terminology used on the inside. After being "hooked and booked" (handcuffed and given a numbered wristband), new arrivals are told to "roll it up"(they literally take their bedrolls and all personal possessions and roll them into a bundle to carry from one cell to another), and then they must "put their nose on the wall"(to be searched). After they "hit the showers" they might be asked "who their "shot caller" or "MackRep" is and then told "to go fly a kite" (fill out a request form if they need help). Asking for help, or giving it, might be seen as a sign of weakness, and needs to be addressed by the "MackRep", an individual who has been selected as the unofficial leader and spokesperson for their group by fellow inmates of the same ethnicity.

Caucasians are called "Woods." Blacks, still associated with the two major gangs in southern California refer to themselves as "Bloods" and "Crips." Inmates with Hispanic surnames are commonly divided into two separate groups: "South Siders" (those who are from the U.S.) and "paisas" (those from the rural areas of Latin America—the term is derived from the Spanish word for "country folk").

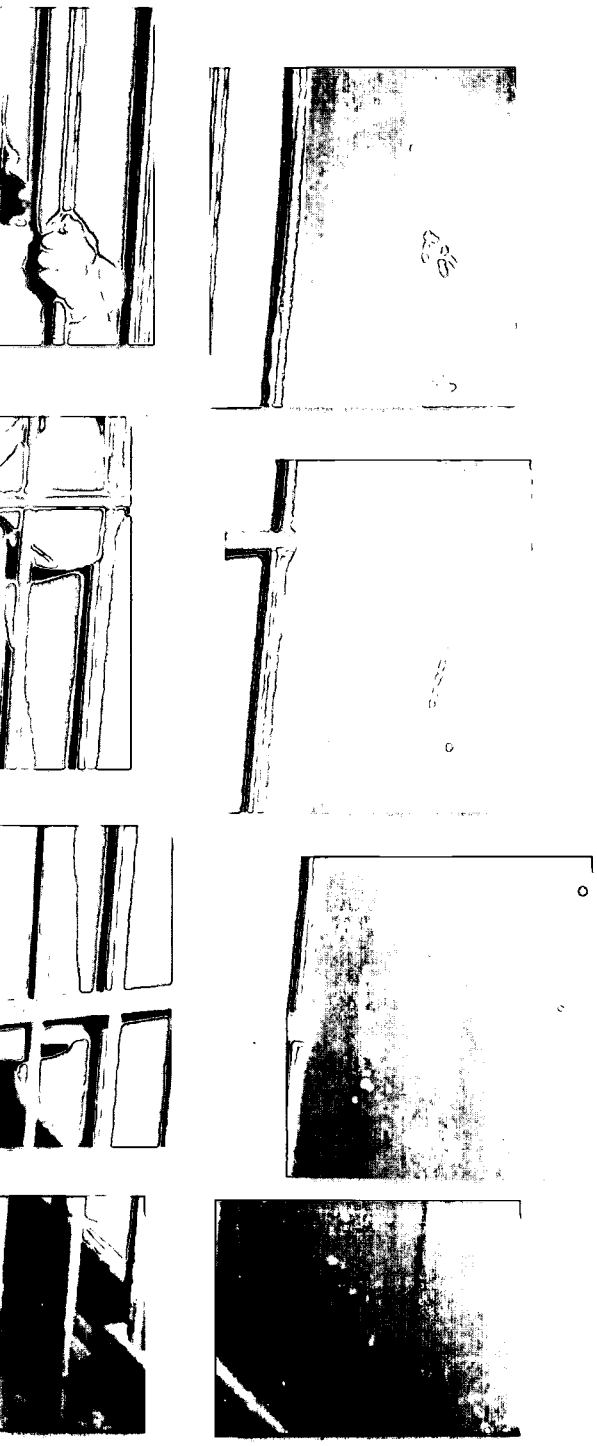
Recent demographic surveys reveal that the need for ESL classes for the incarcerated may be more widespread than was originally believed. Add to this the reality the fact that jails and prisons form their own particular sub-cultures and we are faced with an intriguing question: Which language should we teach first to the non-English speaker who is serving time?

In the Los Angeles County jails, the Correctional Education Division of the Hacienda La Puente Unified School District (which is contracted to deliver education throughout the County Jail system) meets these obligations with a unique dual vision. They teach both English and Jail Language simultaneously.

"When I get a new student into my class," says Kevin Hawn, an ESL teacher at the Pitchess Honor Rancho Jail, in northern Los Angeles County, "I may have him for a day, a week, a month or longer. To me, they are all students and I want them to benefit from their school experience. In jail, it doesn't matter whether they speak a little English or none at all. I know that they have to learn another language, as well: they need English and Jail Slang."

BEST COPY AVAILABLE

guage Apart



To help meet this challenge Hacienda La Puente Correctional Education Division solicited the advice of teachers, students, counselors and other support service people to create a series of videos entitled, *La Carcel: Aprendiendo El Idioma* or "Jail: Learning the Language". After numerous brainstorming sessions, the consensus among the participants was that the immediate and overwhelming need was to produce a bilingual (English/Spanish) orientation and language video, which emphasized jail terms and procedures.

The efforts of the participants resulted in three videos which every new "fish" (inmate) has access to as soon as they are incarcerated. The series is made up of:
(1) *La Carcel* ("The Jail"—a general overview);
(2) *Agarando Ayuda Medica* ("Getting Medical Assistance") and;
(3) *Alguien Te Puede Ayudar Servicios Consejeros Sociales* ("Counseling: Someone Can Help You").

A similar format is employed in all three videos. Basic concepts are presented in a dramatic portrayal in the opening scene. At the outset of the "Counseling" video, an inmate is shown on the telephone with his significant other. By the tone of his conversation it is apparent that he is very upset because he is getting dumped and feels completely helpless. (This, by the way, is not an unusual scenario in for those who land up in jail.) Narrators give lessons in Spanish, which are reinforced by the visual drama. Terms are kept to a maximum of 15 per video and repeated throughout. Dramatic scenes are then reenacted with emphasis placed on the new Jail Language. There are handouts made available to practice the vocabulary.

These videos are just one solution to a very unique language learning problem. Correctional institutions throughout the country are becoming more and more aware of the necessity of education, as well as English language acquisition. "A majority of my ESL students speak Spanish as their first language," says Rodger Smith, a veteran correctional ESL teacher. "For that reason, I routinely look for materials that translate directly from that language."

Training and hiring practices for new deputies and custodial assistants have placed a new emphasis on linguistics. There is almost always someone on staff who speaks another language besides English. Just as language has a tendency to evolve, Jail Language is constantly changing, due in part to the influence of popular music through which Jail Slang has crept into mainstream youth culture. As a bizarre result of this process, career convicts have had to create new phrases and terminology to maintain control of their own identity and status within prison society. Officials study these changes in language in order to keep track of the balance of power within prison society. "There was a time when Black phrases were prominent," said one deputy who preferred to remain anonymous. "But today, more and more Spanish oriented terms are becoming the norm." This linguistic change reveals that there has been a shift in the power structure of a jail's culture. An important message incorporated into the Jail Language videos is that, while the slang may change, the specific purpose of all personnel in custody remains the same: To ensure the safety of both the custodial staff and the inmates themselves at all times.

Gordon Rich wrote and directed the series of videos, *Jail: Learning the Language.*

ERIC /www.alr.org

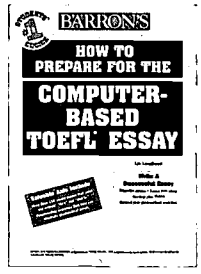
Look first to Barron's for ESL/EFL test preparation and more

Up-to-date, and reflecting the most recent actual tests, Barron's manuals, audiocassettes, compact discs, CD-ROMs, and other English-language teaching materials prepare students to excel. Experienced educators and students know it's smart to look first to Barron's for the best in ESL/EFL learning tools.

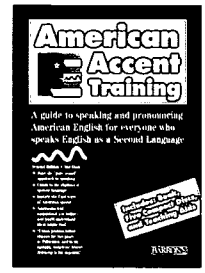
How to Prepare for the TOEFL®, 10th Ed.
Pamela J. Sharpe, Ph.D.



Here is comprehensive preparation for the Test of English as a Foreign Language. Choose Barron's test preparation manual according to any of these three options:
• The test preparation manual (book only)
• Book with compact discs
• The book with a CD-ROM
The manual contains eight full-length model TOEFL exams, while the optional book and compact disc package provides the audio for Listening Comprehension sections of all tests in the manual. The optional CD-ROM presents a practice TOEFL exam in a computer adaptive format, which is exactly the way the actual test is given. Audio versions of Listening Comprehension preparation can also be purchased separately.
• Book only: Paperback, 660 pp.,
ISBN 0-7641-1766-1, $14.95
• Book w/CD-ROM:
ISBN 0-7641-7466-5, $34.95
• Book w/Compact Discs (audio only):
ISBN 0-7641-7467-3, $29.95
January 2001



How to Prepare for the Computer-Based TOEFL® Essay
Lin Lougheed
The TOEFL written essay counts for approximately 50% of the test taker's final grade. Here's instruction in organizing essay ideas, then developing the theme in clear, fluent, grammatical English.
Paperback, 240 pp.,
ISBN 0-7641-1479-4, $13.95
Now available



American Accent Training, 2nd Ed.
Ann Cook
Here's an unusual and effective approach to learning the rhythms and correct pronunciation of spken American English. An instruction book comes with 5 compact discs and other learning aids to help ESL students master American speech pattens. Paperback, 162 pp., with 5 CDs in vinyl album
ISBN 0-7641-7369-3, $39.95
Now available

Barron's Educational Series, Inc.
250 Wireless Blvd., Hauppauge, NY 11788
Available at all bookstores or order Toll-free: 1-800-645-3476
Visit us at our Website: **www.barronseduc.com**

Worldwide Teachers of Mexico and Boston, MA

http://www.eltschools.org ***mexico@bostontefl.com***

C.T.E.F.L (Certificate in Teaching English as a Foreign Language)

The Boston TEFL Certificate Method® is a three-week immersion course (150 hours) offered monthly in Guadalajara, Mexico and Boston, MA.

* Limited enrollment
* Global placement guidance
* Supervised teacher training on-site
* Second career persons are welcome
* Features a special module on "Teaching Young Learners"
* No Second Language Necessary
* ACTUAL STUDENTS, NO ROLEPLAYING

We are part of the department of education in Mexico, therefore, you may receive a diploma from the SEP (Secretaria de Educacion Publica) upon completion of the course. PDP Mass. Dept. of Education. Approved provider (iacet)

Tuition for both courses in Guadalajara includes:
Free airport pick-up
Free Spanish lessons
Free accommodations in a quaint posada (inn)
All materials included
Free breakfast every day at the posada

Apply on line at http://www.eltschools.org or call us at 1-800-875-5564

Cert. T.B.E (Certificate in Teaching Business English) *Sponsored by The American English Language Foundation*
This intensive, one week, 50 hour course, is specially designed for qualified EFL/ESL teachers and offered monthly. This training course is targeted toward developing practical skills and teaching American Business English.

Another way to see the World!
www.eltschools.org

Appointed Visiting Scholar at Harvard University, Thomas A. Kane Ph.D. is director of the TEFL Certificate Course.
Dr. Kane's best seller book "Teach American English Around the World,"1999, (214 pages) available through Delta Systems http://www.delta-systems.com

Madero 616 Col. Centro Guadalajara, Jalisco, Mexico
Tel 011 52 (3) 613 52 26 Fax 614 48 83
http://www.eltschools.org mexico@bostontefl.com

CTEFL/DL Distance Learning Certificate.
Internationally approved programs invite you to become part of the technology revolution. A practical teaching component is required. This TEFL course authorized by the Accreditation Council for TESOL Distance Education Courses. This program is only available from our Boston Institute. They also offer the regular CTEFL and regular Cert. TBE. For further information visit their web site at
http://www.bostontefl.com
admissions@bostontefl.com

EDIT TO BE A BETTER WRITER

Better Writing Through Editing
Stacy Hagan and Jan Peterson, McGraw-Hill College New York, NY, 1999.

THE PROCESS of writing has often been compared to childbirth. The writer goes through a series of developmental changes, and finally, after much pain, frustration, and several expletives, the product emerges. If the writing process is equivalent to the birth of a child, then the following editing process must be equivalent to parenting a teenager. It requires skills, knowledge, and lots of precious time for the writer to refine and mold his or her product so that it can stand on its own merit. Editing is an arduous task for native as well as nonnative speakers of English, who often experience difficulty transferring and applying all of those rules and drill exercises learned in grammar classes to their own writing.

Better Writing Through Editing, written by Stacy Hagan and Jan Peterson, was created to provide nonnative speakers of English a means of developing their awareness and skills for editing thereby increasing the quality of their writing.

Targeting the intermediate ESL/EFL student, *Better Writing Through Editing* provides 384 pages of information, exercises, and charts to guide the student to better writing. The text is divided into three parts. The first part includes a diagnostic assessment to determine the student's strengths and weaknesses relative to the common errors addressed in the text. The second part acquaints the students with various sentence types in the English language. Each chapter in this part begins with statements, or "quick facts," and vocabulary to introduce a topic around which to build the examples and exercises. This section is followed by information and examples pertaining to a particular grammatical form. Finally, exercises for applied practice are offered. Tasks include identification, error analysis, sentence combining, and optional writing. Building upon the information from the previous part, the third and largest part addresses common errors for editing. It offers strategies for use during the editing process, lots of editing exercises within both sentences and paragraphs, and a final diagnostic assessment allowing students to see their own improvement. Moreover, the text provides several appendices that include charts for students to document their problems and progress with each writing assignment as well as additional information pertaining to grammatical usage and mechanics.

Teachers may find the supplementary Teacher's Edition useful. It includes the student's text, helpful suggestions pertaining to text usage and lesson planning, and, most importantly, answer keys to all exercises and diagnostic assessments.

Better Writing Through Editing is a good text to select for a grammar class, for supplementary material in a writing class, or for independent study and reference. The chapters are brief with focused information and examples, the exercises are consistent with the purpose of the text. ESL/EFL students will find the chapters devoted to word choice and word form in addition to the sections regarding homonyms and American versus British English particularly useful as these are notorious sources of frustration for them.

Students will certainly benefit from working with *Better Writing Through Editing*. The information and exercises provided bridge the gap between all of those grammar rules they have studied for so long and their actual writing, thus allowing them to develop the skills and knowledge necessary to become better writers by making better use of that precious editing time.

Nancy R. Wiggers, Ph.D., Visiting Assistant Professor, Department of Curriculum and Instruction, University of Mississippi.

BE PREPARED WITH ZERO PREP

Zero Prep For Beginners
Laurel Pollard, Natalie Hess, Jan Herron
Alta Book Center Publishers, Burlingame, CA, 2001.

THE PHILOSOPHY behind this book and its predecessor (*Zero Prep: Ready-to-go Activities for the Language Classroom*) is simple: Collect a series of activities for students that require no preparation time for the teacher. This new title is aimed at teachers of beginning language students who often need a jump start or a helping hand when it comes to devising activities for their class that are not too time-consuming to prepare.

The book is divided into activities based on the primary aims of "Listening," "Speaking," "Reading," "Writing," "Vocabulary," and "Structure." Some activities can involve multiple skills and are indicated as such. I found that the activities suggested in the book worked well with my students and I appreciated the fact that the aim of each activity was clearly signposted along with the procedures for implementing the activity in the class. Also, "Zero Prep For Beginners" is easy for teachers to thumb through when they are looking for a suitable activity for their class. This book is perfect for the burned-out teacher of beginning ESL students who is looking for some new ideas to pep up her or his lessons.

Cheryl Mason, Elementary ESL Teacher, Warm Sands USD, California.

STATE-OF-THE-ART DICTIONARY

Longman Dictionary of American English
Pearson Education, White Plains, NY, 2000

THIS NEW EDITION of the *Longman Dictionary of American English (LDAE)*, one of the world's favorite ESL dictionaries, has over 38,000 entries and 55,000 example sentences including new words like *downsize, website* and *infomercial*. It provides a comprehensive listing of words that ESL learners might encounter as well as a key for using them in a sentence.

My students enjoyed using the *LDAE* because the Defining Vocabulary was understandable for them. I found the definitions useful too when it came to explaining vocabulary to students! The CD-ROM that accompanies the dictionary is extremely useful. Students can hear all the Headwords spoken and there is a Picture Library, an Exercise Library and Study Notes. The *LDAE* can be programmed to work in conjunction with Microsoft Word so that students can use it when they are writing stories and other work in English. Both the CD-ROM and the printed text impressed me with their clearly designed entries and the ease with which students could look up and define the words they were looking for. This is very important when students are struggling to acquire new vocabulary. This is an excellent, state-of-the-art dictionary that is a valuable resource for ESL students.

Angie Cormier, ESL Adjunct Teacher, Portland, Maine.

ERIC /www.alr.org

Educational Trends in Japan



Charles Jannuzi and **Bern Mulvey** argue that educators in Japan face similar challenges to their counterparts in the West.

Japan has a fully developed, service-oriented economy in which much money both public and private is spent on education. This has created a large job market for educators from abroad. There is also a correspondingly large market in textbooks, teaching materials and services, such as study abroad and homestay programs. However, for the teacher from abroad, there is often a lack of information about Japan. The western media cover Japan as exotic, amusing, even bizarre. However, as anyone who has lived here knows, rather than a nation out of step with the rest of the world, Japan is a post-industrial society dealing with the same sort of issues that face the West. To illustrate this point, let us look at the following: (1) reforms at four-year national universities, (2) troubles for two-year colleges, (3) "classroom collapse", and (4) EFL at elementary schools.

National University Reform

Japan's staid national universities are now in the media spotlight. Unpopular Prime Minister Yoshiro Mori has made educational reform a priority, including drastic changes for national universities. As early as this April, these institutions will be granted their "independence"—i.e., they will be released from the direct control of the Ministry of Education, gaining a greater say in, for instance, setting curriculum and deciding areas of student instruction and faculty specialization.

However, this comes at a price: the reforms will end the privileged status of these rather "dirigiste" institutions, making them accountable to appointed regional overseers with as yet unspecified powers. The national government wants fiscal control while granting more local autonomy over other areas of administration. Whoever controls the purse strings may end up with the ability to cut funding to schools with declining enrollments.

Defenders of the current system of national universities see this as code cloaking a hostile agenda. With their civil service protections gone, academics of "undesirable ideologies" might find they no longer can enjoy uninterrupted careers at one school or department. Meanwhile, other critics charge that the national government is abdicating its responsibility to subsidize tertiary education and research in remote and undeveloped parts of Japan.

The ties that bind national universities to the government in Tokyo date as far back as the early Meiji era, over 120 years ago. Since 1947, the faculty at these universities have labored as civil servants under a complex number of rules, regulations, directives and restrictions governing all aspects of school management. This national control might have dampened creativity and original research. In return, however, the faculty, as civil servants, have received a high level of financial and professional security. Tenure has not been competitive, since all full-time personnel get it and promotion is based on seniority, not merit. Dismissal has been, outside of criminal conviction, all but impossible.

Faced with a possible loss of these privileges, the faculty and some administrators have joined together in an increasingly more vocal and even confrontational protest movement. The government's response to the points of contention so far has been to move up the starting date of some reforms to this April. A number of schools in the Tokyo Metropolitan area have already anticipated the reforms, creating consortia that join institutions of quite different sizes and natures for cooperative research and teaching. In the Hokuriku area on the Japan Seaside of Honshu, one national medical college has announced it will join a nationwide group of schools in hopes to attain world ranking in medical research and teaching. Meanwhile, developments at a comprehensive national university in the same area are taking a much more ominous turn. There, pro-reformers have proposed that the entire of Faculty of Education be eliminated or integrated with another university in the region.

Junior Colleges

The long-predicted "student crunch" has hit Japan. No type of post-secondary school faces a harder time than two-year colleges. Declining birthrates, competition from technical schools, and over expansion during the boom of the late 70's and 80's have been fingered as causes, but even these cannot fully explain the sudden and devastating decline in applicants. The reality is more and more young women are choosing to go to four-



year schools instead. They hope that a four-year degree will help them to fare better in a very competitive job market (aggravated by a slow-growing but turbulent economy), and many now find four-year schools welcome them in order to keep up enrollments.

The decline of the two-year colleges has created a serious problem. There are 596 junior colleges, with over 50,000 faculty and staff, throughout Japan; however, there soon will not be enough students to keep most of these schools viable. A variety of measures are being considered to prevent mass closure, including combining schools in consortia, and having city, local and prefectural governments take control of schools in exchange for public subsidies. Another idea has been to make the colleges four-year institutions that will attract both male and female students who want a practical education in a small school setting (currently the makeup of two-year schools is over 90% female). The question, though, is whether or not most of these schools will disappear in the next decade.

Classroom Collapse

At some Japanese schools students have rebelled against their teachers to the point that further instruction has become impossible. Called *gakkyuu houkai* in Japanese, "classroom collapse" is coming to be seen as a crisis of nationwide proportions cutting across socioeconomic lines. Experts think classroom collapse is a separate problem from truancy, disobedience, bullying and violent misbehavior. Nevertheless, since the statistics on these traditional problems have generally trended upward in the past decade, it is tempting to correlate classroom collapse with the apparent increase in these entrenched problems. Still, since traditional problems have often been thought of as individual cases and isolated incidents, *gakkyuu houkai* refers to something more: the sudden refusal of an entire class to obey its teacher.

"As a national characteristic," explains Dr. Kiyotaka Tachi, former head of the Cross-Cultural Studies Program at Fukui University, "We Japanese tend to be group-orientated. *Gakkyuu houkai* is but a manifestation of this, albeit a negative one. Typically, a few dominant students in a class will decide, for whatever reason, that they dislike a particular teacher. Suddenly, because of peer-pressure, everyone feels they must dislike that teacher. What is more, they [all] ignore or even attack that teacher. And because of the shame involved, not to mention the lack of a peer-support network at many schools, the teacher doesn't know where to turn."

The concept has entered the public discussion of schools and what is wrong with them. One teacher talks about trying to get his students to do the traditional greeting at the start of classes, only to be told, "Shut up" or "Who do you think you are talking to us like that?" Another relates a more shocking tale of a female colleague taken outside and tied upside down to a fence! A public junior high teacher in a rural area of southern Japan says, "The last school I was assigned to was the worst. It wasn't classroom collapse. It was school collapse. And no matter how bad things got, the staff didn't communicate among themselves to try and solve

cont. p.43

ASTON UNIVERSITY

MASTER'S in TEACHING ENGLISH by DISTANCE LEARNING TESOL/TESP

Contact:
MSc Secretary, Language Studies Unit,
Aston University, Birmingham B4 7ET, UK
Tel: +44 121 359 3611 Ext. 4242
Fax: +44 121 359 2725
http://www.les.aston.ac.uk/tesol/
Email: lsu@aston.ac.uk

Modular Programme

- For graduates with 3 years' relevant professional experience.
- Start work whenever you wish, registering at any of 4 quarterly points during the year.
- Total course fee: (non EU) £6,000 with £600 discount for completion in 2 years. Pay for modules as and when you request them.
- Personal support and feedback by email/ fax/phone/audiotape. Regular newsletter.

The Benefits to you

Powerful, professional development, publications maybe, promotion quite probably, and certainly new horizons. We have helped people to:

- Add new dimensions to their teaching
- design new syllabuses and construct research projects
- publish papers in international journals
- move into management positions
- drive forward professional associations in their own country
- move on to a PhD
- set up their own company

Course Content

2-5 years for 180 credit accumulation
(Diploma: 120 credits)
Double modules = 20 credits each
Foundation
Methodology
Course and Syllabus Design
Materials Analysis and Production
*Lexical Studies
*Text and Discourse Analysis
*Investigating Interaction in Context
Single modules = 10 credits each
Language Testing
Distance Learning
Management of ELT
Teacher Development
Computational Linguistics
Grammar of Modern English
Dissertation = 30 credits
All assessment is by assignment (you can do the *modules by exam if you like).

Wherever you are:

You will belong to a worldwide network of Aston students and over 500 graduates which is held together by in-country events, through an international email contact group, by a Newsletter for all Master's course participants.

LEARN TO SPEAK ENGLISH IN AMERICA, PORTLAND, OREGON USA

- Portland is one of the safest cities in the USA
- Lower living expenses/No State Sales Tax to pay

Excellent intensive English Language Program

- Short and long term programs
- Monthly enrollment/ 18 to 28 hours of study time per week

LOW TUITION

- Campus Apartment Living
- Furnished / brand new / holds 500 students
- Each student will have a key to his or her own private furnished bedroom.
- Private bedroom / Private bathroom / Shared Kitchen and living area
- "WPC Economical Housing Program" offers a shared bedroom, bathroom and kitchen setting.

AGENTS WELCOMED!!

WESTERN PACIFIC COLLEGE
9237 SE Powell Blvd.
Portland, Oregon 97266-1944
U.S.A.
www.westernpacificcollege.com

Doctoral, Master's, Bachelor's and Certificate Programs in TESOL

- Programs designed for TESOL practitioners in the U.S. and abroad
- Practicum and research opportunities in USIU's ESL programs
- Small Classes
- Faculty Mentors
- Complete your MA in 15 months
- Quarterly admissions
- Financial aid available for eligible students
- Located in scenic San Diego, California

UNITED STATES INTERNATIONAL UNIVERSITY

Office of Admissions
10455 Pomerado Road
San Diego, CA 92131

858-635 4772 ext 250
E-mail: admissions@usiu.edu
http://www.usiu.edu

Accredited by the Western Association of Schools and Colleges

Tell me More e-system

Tell me More PRO

Tell me More KIDS

A NEW GENERATION OF PRODUCTS FOR NEW WAYS OF TEACHING

- Exciting new distance learning component
- Extensive set of customizable teacher & classroom management tools
- Unique viewing of each student's work and progress
- Comprehensive multi-media language learning
  - Exclusive S.E.T.S. speech recognition
  - 3D phonetic animation
  - Oral and written exercises + verb conjugation
  - Up to 1600 hours of learning

American English for ESL, Spanish, French, Italian, German, Dutch and all new Mandarin Chinese!

Auralog

Innovation for language learning and teaching
Leslie.Meyers@us.auralog.com 888.388.3535, ext. 14
www.auraloginc.com

ENGLISH TEACHERS WANTED

OPTION LANGUES

—French school is seeking to place French adult students with English language teachers in the US. Teachers must be able to accommodate students in their own home for the duration of stay (1 or 2 weeks) and give English classes there.
—Teachers will also be expected to provide a full range of social activities.

Applicants must be TEFL qualified (or equivalent).

Please send your application to :
OPTION LANGUES - 13, rue de la santé - 35 000 RENNES - FRANCE
Fax: +33 (0) 2 99 30 96 63

from p.41

the problems. Instead we went to school each day and pretended it wasn't happening."

Even if the problem is now being discussed, solutions are not so apparent. "As things stand now, there's just not much one can do [when a class collapses]," says one education professor (who requested anonymity). "You can't kick out students for academic or disciplinary reasons in primary or middle school in Japan. Even in high schools [where students can be expelled], if you were to try to kick them out for disciplinary reasons, the school's reputation would suffer. People would say that the school's teachers could not control their students. Hence, no one takes action, and most teachers are unwilling to talk about it, especially with other teachers at the same school. Students know this and take advantage."

Japanese teachers in public schools have been the main victims, but that does not mean that instructors from overseas assigned to teach subjects like EFL will never experience the problem. Programs like the Japan Exchange and Teaching (JET) Programme bring thousands of Assistant Language Teachers (ALTs) to work in junior and senior high schools all over the country. ALTs may find themselves team teaching with a teacher whose classroom has collapsed. One ALT with ten years experience teaching at secondary schools in Kyoto, Osaka, and Kobe says "there are at least two things different about the problems now: (1) they aren't just limited to working class schools and (2) they seem to have spread to lower and lower age levels."

EFL in Elementary Schools

On a more positive note, Japan may soon step closer to having EFL instruction in its 24,000+ public and national elementary schools. In late May of 2000, a long-running advisory panel to the Ministry of Education announced agreement on one major point of contention: members agreed that there is merit in having English instruction from the primary grades. (However, early the same month a different advisory group, focusing on the future of Japanese as a world language, warned that FL learning before the age of 10 might seriously hinder standard native language and literacy development.)

The pro-English panel also said it would offer practical guidance on how English can be taught within the framework of "integrated learning activities". This will be based on information gathered from the schools that have been designated in each prefecture to run pilot programs. However, the advisory body did not approve of EFL in the official curriculum. As before, the plan is to limit it to "integrated learning activities", blocks of instruction and activities which are supposed to complement the formal curriculum. Some critics have said this makes English merely an "extracurricular activity" and not a real school subject, but this may overlook the importance assigned to such activities in recent reforms.

Many teachers strongly oppose any measures that would bring "exam English" to their schools. However, many support "integrated learning activities" because they hope to supplement rigid curriculum and textbooks with holistic, humanistic, and experientially active learning. Not all teachers, though, embrace EFL as a choice, as many think it will overwhelm other worthy content. Teachers are also daunted by having to re-learn English while at the same time mastering EFL methods for younger learners. However reluctant the 415,000+ public and national elementary school teachers may feel, there could be a "bandwagon effect" for elementary EFL. That is, parents usually want EFL for their elementary age children, and schools may need it to compete to maintain enrollments as even kindergarten cohorts dwindle in size.

Conclusion

The issues outlined above clearly show just how much Japan has in common with the western societies that it is so often contrasted with. In Japan, as elsewhere, the educational system is scrutinized as an indicator of the health of the society at large and that society's ability to adapt to an uncertain future.

Also, just as in the West, education is an area of great ideological contention and conflict. For the western educator interested in working in Japan, rather than "ignorance is bliss" perhaps a better maxim might be "forewarned is forearmed".

Charles Jannuzi and Bern Mulvey, Fukui University, Japan

TEACH AND TRAVEL WITH TRANSWORLD



Transworld CTEFL is internationally recognized as the most innovative and comprehensive TEFL course in the US

We are dedicated to providing high quality Certificate of Teaching English as a Foreign Language courses and continuing the development of English language training services.

- > Courses taught by experts with 25+ years of program directing, curriculum design and teacher training experience
- > Bi-monthly start dates, full and part time courses available
- > Unique modular courses to accommodate individual experience
- > Maximum 12 students per class, 6 per teaching group
- > Exposure to a wide variety of exciting teaching approaches, contemporary materials and fun activities
- > On-site practical training with foreign students
- > Hands-on Computer Assisted Language Learning in our Multi-Media Computer Lab with current software library
- > No second language, teaching or computer experience required
- > Job preparation courses and placement assistance through Transworld's International Teaching Career Network
- > Approved by State of California - BPPVE

701 Sutter Street, 2nd floor San Francisco, CA 94109
Tel: 415-928 2835 Fax: 415-928 0261 email: transwd@aol.com
Visit our website: www.transworldschools.com

TRANSWORLD SCHOOLS

The Wacky World of ESL Publishing, Take 3

Andy Martin updates his regular look at mergers, acquisitions and who knows what else in the field.

I can't believe that another two years have passed since the second update of the *Wacky World*. And you know what? It's wackier than ever! I may even have to do this annually; there have been a number of major acquisitions/mergers. Just when you think it can't get any zanier, it does. Of course that's easy for us observers and voyeurs to say. We're not the ones losing their jobs, at least not this time. What's really interesting are the players. In many ways the TV series *Survivor* may have taken a few pointers from ESL publishing, or so it seems. Actually, it goes on in all industries. Just ask Uncle Karl; it's the nature of the beast.

There are not only survivors; there are those who seem to relish the whiplash. Some of them actually create the vortex as they breeze from company to company. A few manage to jump ship before calamity strikes, having either good intuition or good inside information. Many are aware but practice denial until it's too late. Some are caught completely by surprise. There are those who were mighty and immediately become mighty again; those who were mighty, disappear for a short or long while and then become mighty again; those who were mighty and fall hard, but manage to hang on somewhere. There are also those who were lowly and manage to return mighty. Alas, there are those who just plain disappear, but then there is always the annual new crop. There are, of course, names to go with all of the above. If you recognize anyone, good for you. If not, stick around, sooner or later, you'll join our ranks.
Here's Take 3:

This time I'm going to start with the most recent changes and then present an update of the infamous charts from two and four years ago in the May/June issue of *American Language Review*.

THIS IS THE DAWNING OF THE AGE THAT WILL BURY US (March '99 – February '01)

Mergers/Acquisitions	Effects on ESL Publishing
McGraw Hill Corporation acquires Tribune Education Group	This one looked like the acquisition of the year, until the next one came along. The *Chicago Tribune* tried its hand in textbook publishing for 7-8 years and finally decided it was too wacky. McGraw (always the sleeping giant) decided it was time to wake up. The newly acquired companies were distributed throughout the corporation. It was a toss-up who would get National/ Contemporary, the two largest imprints. They could have gone to Glencoe, which, overall, was the closest in publishing for the same markets. But there was the little matter of ESL and Adult Education, and Glencoe's track record in these two disciplines left a lot to be desired. So, they did the right thing and gave it to ESL, which is run by people with experience in both markets. The new division is named Contemporary/McGraw Hill.
Reed Elsevier (pronounced *Elseveer*) acquires Harcourt/ Holt/Steck et al.	This one was long and hard fought. It took over six months, and at this writing, still does not have final government approval. Check out these bidders: McGraw Thomson, Bertelsmann, Disney (?!), and Reed. There were actually a couple of winners. Reed is mostly interested in the school product and agreed to sell the college list (Harcourt/Holt) to Thomson. Had Thomson won the whole enchilada they would have been faced with an interesting dilemma: they just sold their school foreign language list to Pearson and Harcourt has one of the strongest school foreign language lists, so Thomson would have been right back in that business. But as it stands, they are now a major college player and Harcourt's ESL/college foreign language list goes to Heinle. What's fascinating about this one has more to do with personnel than product.
Janus, the god, not the old publishing company, strikes back. Or, the "what goes around, seriously comes around" department.	What's so amazing about the changes in the last two years are the reincarnated publishing lives at all these newly created amalgamations. Here is a sampling: **McGraw** – The former sales manager of Steck-Vaughn, and president of National Textbook/Contemporary, heads the new Contemporary/McGraw Hill division. He reports to a former president of Prentice Hall (PH) College, who in turn, reports to another former head of Prentice Hall Higher Education (and his former boss at PH). The Head of ESL was the former publisher of ESL at PH, ditto for the marketing and sales manager: Interesting re-creation **Heinle** – Some nifty changes here. The president and son of the founder resigned about two years ago. A former president of PH Regents replaced him. She stuck around for about a year, went back to PH, and was just recently replaced by another former president of PHR (who had given it the name RPH). A regional sales manager, the head of ESL publishing, a marketing manager, and their most experienced rep were all at PHR under their new president. This is a company that, seven years ago, used to declare how different they were from PH and would hold the latter up as an example of how not to publish. In addition, the publisher of the Harcourt ESL/foreign language list, is a former sales rep at Heinle, and may or may not be going back. The Vice President of Harcourt International, was the head of Latin American sales at Thomson, and before that a Veep at Heinle. No word yet on his next move. I guess it just goes to show ya, that it's hard to be loyal to companies that treat you like so many baseball trading cards. Though wouldn't it be swell if we commanded even 1/10 of the salaries that ball players get? What ever happened to free agency?

New

Paper TOEFL® Test + Computer TOEFL® Test = The Longman Complete Course for the TOEFL® Test

Now in ONE VOLUME

THE COMPLETE COURSE BOOK

- Language skills and practice exercises.
- Test-taking strategies to improve test performance.
- Pre-tests, post-tests and complete practice tests.

THE COMPLETE COURSE STUDENT CD-ROM

- A tutorial to teach students how to use the CD-ROM.
- 800 test questions that simulate the computer-adaptivity, timing, and scoring of the computer test.
- Pop-up explanations for all practice and test items.
- Scoring and record keeping functions to monitor student progress.



Hardware requirements

For Windows: Windows 95/98, NT 4.0; Pentium 133 MHz or higher recommended; Minimum 32 MB of RAM; Quad-speed CD-ROM drive recommended; Sound card + speakers.

For Macintosh: Mac OS or later; Power PC-based Mac required; Minimum 40 MB of RAM; Quad-speed CD-ROM drive recommended; Sound card + speakers.

COMPANION WEBSITE

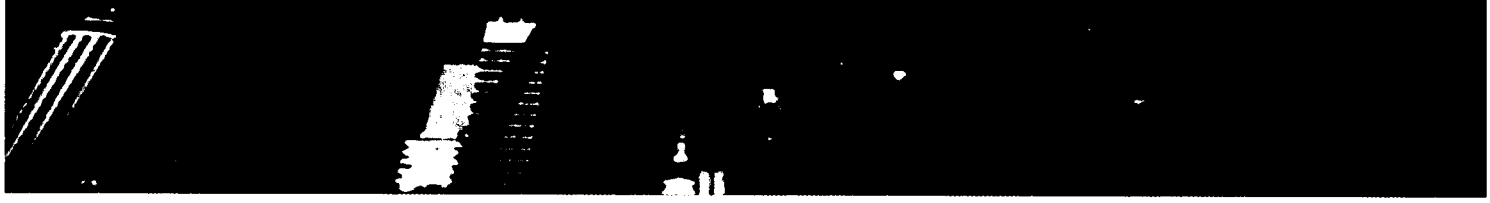
www.longman.com/toefl Companion website includes other on-line resources.

Contact your ESL Specialist 1-800-375-2375

Pearson Education

An Introduction to Midwest English

Timothy Frazer explores English in the Midwest.



One of the grossest misconceptions about the Midwestern United States is that it is home to "General American," a bland, deregionalized variety of English spoken by everyone in the region. Like many generalizations, this is not the case.

I live in Macomb, Illinois, located about 200 miles southwest of Chicago and about 150 miles north of St. Louis. My adopted hometown boasts a state university but is otherwise dependent on a rural economy and a rural culture. Recently a colleague of mine originally from Cuba said, "I have lived in this country for more than thirty years and I have been speaking English almost as long, but I can't understand anything they say at the farmer's market." Not long ago, some of my Chinese students observed that they could not understand the vernacular used by African American students on campus. They might also have had trouble with another colleague of mine from Minnesota, who pronounces the contraction didn't as "dint." These Americans the international community could not understand were natives of the Midwest and had lived here most their lives. So much for the mythical homogeneity of Midwestern English!

So what are the types of Midwest English, and how did they evolve?

African American Vernacular English (AAVE) is a Southern dialect with some relationship to Creoles spoken in west Africa and the Caribbean: it is spoken in every major city around the Great Lakes as well as in Cincinnati, Columbus, Indianapolis, St. Louis, Kansas City, Omaha, Minneapolis and Madison. AAVE came to the Midwest as a result of the "Great Migration" of black people from the South to the (relatively) better economic opportunities in the region. AAVE itself is by no means uniform: an African American student from East St. Louis, Illinois, told me her friends from Chicago made fun of her "Southern accent."

> "Chinese students observed that they could not understand the vernacular used by African American students on campus."

The English of white Midwesterners, however, is even more varied than AAVE, and the reason for this is again due to migration. After the revolutionary war, settlers from Virginia, Kentucky, North Carolina and Tennessee poured into the southern parts of Illinois and Indiana, and to a lesser extent Ohio; in Illinois they moved up the river valleys as far as the sites of Peoria and Burlington, Iowa. More than 200 years later, people living near Macomb tell me that their friends from Minneapolis remark on their "Southern accents." Because these settlement patterns continued into the west, Midwesterners from southern Ohio, Indiana, and Illinois, and from southern Iowa, from Missouri and parts of Kansas, will sometimes pronounce *pin* and *pen* with the same vowel, and will also sometimes

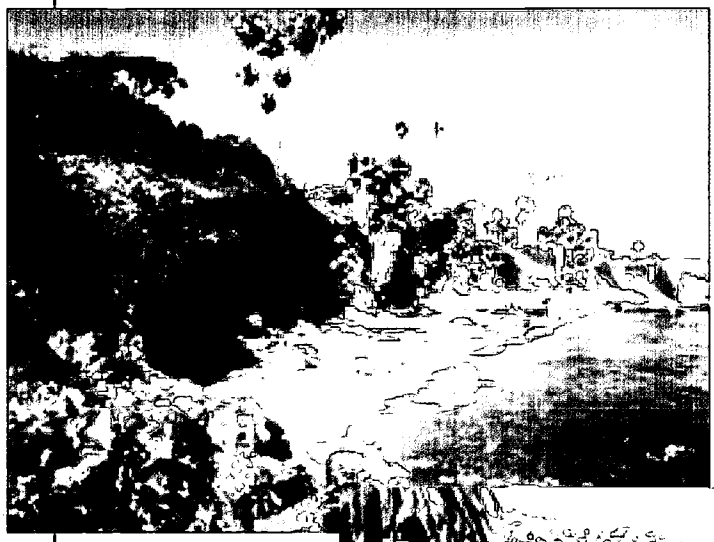
cont p.48

BEST COPY AVAILABLE

UNIVERSITY OF CALIFORNIA, IRVINE

English & Certificate Programs for Internationals

Live, Learn, and Enjoy on the Southern California Coast!







POST-GRADUATE ACCELERATED AND EVENING CERTIFICATE PROGRAMS

EXPAND your professional knowledge to further your career and INCREASE your professional value.

- New! Electronic Business - 2 months
- Global Operation Management - 3 months
- Marketing - 3 months
- New! Communications/Networking Engineering - 3 months
- Teaching English as a Foreign Language - 6 months
- Advanced Software Technologies/ Java - 3 months
- Advanced Software Technologies - 6 months
- Project Management - 6 months
- Digital Arts - 9 to 12 months
- Many others

ENGLISH LANGUAGE PROGRAMS

BUILD more confidence and develop your English skills.

- 4-Week Business English– Jan, Feb, July, Aug
- 4-Week Conversation & Culture– Jan, Feb, July, Aug
- 10-Week Intensive ESL– Jan, Apr, June, Sept

CUSTOM DESIGNED PROGRAMS FOR GROUPS

INNOVATIVE programs developed to accommodate the specific needs of any group.

For more information, please contact:

Angelika Volkman, Director
University of California,
Irvine Extension
English & Certificate Programs
for Internationals
P.O. Box 6050
Dept. ALR
Irvine, CA 92616-6050 U.S.A.

Tel: (949) 824-5991
Fax: (949) 824-8065
E-mail: uciesl@uci.edu

Visit our Web site at:
http://www.unex.uci.edu/esl

UCI Extension

from p.46

merge, for example, *feel* and *fill* as well as *pool* and *pull* and *tire* and *tar*. Town will get a fronted vowel so that it sounds like *tay-oon*, while the "long *I*" diphthong occasionally will flatten to where I is heard as "ah." River communities along the Mississippi and Illinois rivers are older and therefore often more Southern, so that I have heard rural whites using perfective *done* ("already") as far north as Peoria or Burlington: "Where's my hat?" "I done told you, it's over there!"

Probably a majority of these upland Southern settlers were of Scots-Irish stock. Since later migration from Pennsylvania, and, in later generations, Ohio, were also often of Scots-Irish ancestry, a number of grammatical differences persist which appear to come from Ulster or from Scotland itself. Most prominent are several apparently elliptical verbal constructions in which verbs of desire like *needs*, *wants*, or *likes* are followed by a past participle, hence "The baby wants fed" or "The car needs washed." To speakers of Inland Northern or Plantation Southern or British "RP", it sounds as if *to be* needs inserting after the verb. A similar construction uses a preposition as a complement, as in "I want off" or "The cat wants out."

All of the linguistic features mentioned so far can be identified as either "Midland" or "South Midland." The Midland dialect in the Middle West appears to be due largely to Scots-Irish influence; originally, it included Gaelic words like *clabber* for sour milk and *donsie* for "sickly." Some Midland speakers exhibit a very strong post-vocalic /r/ and /l/ with more velarization, and sometimes with the tongue tip raised, than is used in other dialects of English. Older Midland speakers have an intrusive /r/ in *wash* (hence, "warsh") while others might pronounce *fish* as "feesh." The low back vowel merger, which makes homonyms out of *Don/Dawn* and *cot/caught*, is most noticeable in eastern Ohio (close to its origins in western Pennsylvania). The Midland parts of the Midwest include southern Ohio, most of Indiana, southern Illinois and Iowa, Missouri, Kansas, Nebraska and the western parts of the Dakotas, with some features creeping east into northern Minnesota. Most of the Midland area seems to have as a common part of its settlement history a Scots-Irish predominance.

Another Midwestern dialect, Northern, plays a role in the myth of "General American." Northern became the model for American English dictionaries. Inland Northern is spoken by WASP elites in upstate New York, western New England, and in the urban areas around the southern Great Lakes. The original Northern settlers, the spiritual and intellectual heirs of the New England Puritans, were ambitious, self-righteous people who set out to evangelize the unsettled West during the early nineteenth century. As they came to the Great Lakes states of Ohio, Illinois, Indiana, Wisconsin, and Michigan, they built cities, founded colleges, and established public schools. Believing that salvation lay in the ability to read the Bible, they promoted literacy. By World War II, their dialect had become established in the growing industrial cities that bordered the lower Great Lakes. An Inland Northern-speaking academic, John S. Kenyon (from Hiram College in Northern Ohio) had become the pronunciation authority for *Webster's Second International Dictionary*.

"The Midland dialect in the Middle West appears to be due largely to Scots-Irish influence"

So the Northern dialect became established throughout the Great Lakes cities and adjoining areas, and in colleges, universities, schools, and dictionaries as well. However, the Northern dialect area itself is not monolithic. The Inland Northern dialect itself, located in the Great Lakes cities, has been for more than half a century the model for dictionaries and pronunciation manuals: this is the variety that is often taught in ESL classes in the United States. But it is in the process of change, so that it is beginning to sound less like examples given in the books. The main shift is in its vowel system. Low central vowels are moving forward, so that to a conservative speaker like myself, a Chicagoan's pronunciation of *sock* or *lock* might sound like sack or lack. The rest of the North includes northern Wisconsin, Minnesota, northern Iowa, and most of the Dakotas. Some linguists call this the "North Central" area; others know it as the "Upper Midwest." The southern part of this area is conservative, its pronunciation still close to the dictionary model that originated in the Great Lakes. Farther north and west, especially in western Wisconsin and Minnesota, we find in words like *lutefisk* (fish preserved in brine), evidences of fairly recent settlement by Scandinavians. Farther north, diphthongs in words like *light* and *house* will undergo "Canadian raising," so that a conservative Northern speaker like myself might hear "loyt" or "hoose." Here, too, especially around Duluth and Ashland, Wisconsin, we find more evidence of influence by immigrant languages, especially Finnish, German, Swedish and Norwegian. In phonology, "th" consonants become stops, hence *them three = dem tree* (this also happens in Chicago). Syntactically, we encounter "I'm going Detroit. You want to go with?"

The Midwest is experiencing an increase in the Spanish-speaking population. The effect a growing influence of Spanish grammar and pronunciation will have on Midwest English is hard to predict. Meanwhile, the large numbers of Spanish-speaking students in ESL classes in the Midwest will continue to be surprised by ways in which the varieties of Midwest English they encounter do not always match those in the classroom.

Timothy C. Frazer, Department of English & Journalism, Western Illinois University.

BIBLIOGRAPHY

Cassidy, Frederic G., and Joan Hall (eds.) *Dictionary of American Regional English*. Cambridge, MA: Belknap Press of Harvard University. (The best authority on Dialect Words in the USA. Three volumes, A-O, are in print, and a fourth is expected soon)

Carver, Craig M. 1987. *American Regional Dialects*. Ann Arbor: U of Michigan P. (A very readable survey of all the dialect areas in the United States, based on vocabulary found in Cassidy et. al., with a fine discussion of settlement history.)

Frazer, Timothy C. 1996. "*The Dialects of the Middle West*." In Edgar W. Scheider, ed., Focus on the USA (*Varieties of English Around the World*). Amsterdam/Philadelphia: John Benjamins Pub. 81-102.

Frazer, Timothy C. (ed). 1993. *Heartland English*. Tuscaloosa: U of Alabama P. (A collection of papers on the region, including an overview more detailed than given here, plus articles on Chicago (3), Missouri German, Oklahoma, AAVE in Iowa, rural adolescent dialect, Wisconsin (2), St. Louis, and others.)

Labov, William, Sharon Ash, and Charles Boberg. 1996. *Phonological Atlas of North America*. http://www.ling.upenn.edu/phono_atlas/NationalMap/NationalMap.html (Emphasizes differences in pronunciation, especially those which might confuse a machine scanner).

Murray, Thomas E. (ed.) 1990. *The Language and Dialect of the Plains*. Special edition of *Kansas Quarterly*. 22.4 (Papers on "Ozarkian English," and on Kansas, Missouri, Wisconsin, Michigan, and Illinois Back issues are available from the journal at Denison Hall, Kansas State Univ.)

Murray, Thomas E. 1993. "Positive *Anymore* in the Midwest." In Frazer (ed.)

Murray, Thomas E., Timothy Frazer, and Beth M. Simon. 1996. "*Needs* + Past participle in American English." *American Speech* 71:255-71.

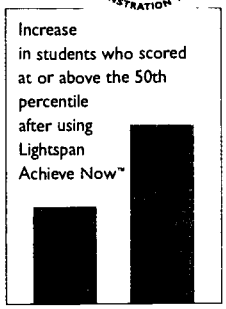
Murray, Thomas E., and Beth Simon. 1999. "*Want* + Past Participle in American English." *American Speech* 74: 140-164.

How smart can a



Smarter than you could ever imagine thanks to a proven, innovative approach to increasing student achievement in reading, language arts, and mathematics. Lightspan Achieve Now™ extends the school day to the home for more time on core curriculum, involves families in their children's learning, motivates kids to learn, and gives every student a chance to achieve.

COMPREHENSIVE SCHOOL REFORM
Lightspan Achieve Now™
Skills- and content-based
DEMONSTRATION MODEL



Nationwide results from 403 schools using Lightspan Achieve Now in the 1998–99 school year

LIGHTSPAN™

www.lightspan.com



"I speak ten languages – all of them in Yiddish."

– Charles Rappaport

Among the three Jewish languages—Yiddish, Hebrew and Dzhudezmo (or Ladino)—it is Yiddish that has the most native speakers nowadays. Originally the native tongue of the Ashkenazi Jews (those Jews from the Russian and Austro-Hungarian empires, their successor states and Romania), Yiddish is also the only Jewish language whose influence can be seen in the American English of both Jews and non-Jews.

Jewish Immigration to the U.S.

Jewish immigration to the United States can be roughly divided into three main periods: the Sephardic (1650s-1830s), the Western Ashkenazic (1830s-1880s), and the Eastern Ashkenazic period (1880s-present). The immigrants who arrived during the Sephardic and the Western Ashkenazic periods were speakers of Dzhudezmo and Western Yiddish, respectively. However, their native tongues did not apparently leave any traces on Jewish or non-Jewish varieties of American English, apart from a few Western Yiddish loan words left in the American English vocabulary.

During the third and most recent period of Jewish settlement in the U.S. the Jewish communal leadership passed from the Western Ashkenazim to the Eastern Ashkenazim. The majority of the Jews who arrived during this period were native speakers of Yiddish, making it very common as a means of communication among the Eastern Ashkenazi immigrants. These immigrants were also considerably more numerous and better organized than their predecessors, and were able to make a lasting impact in almost every area of American culture and society.

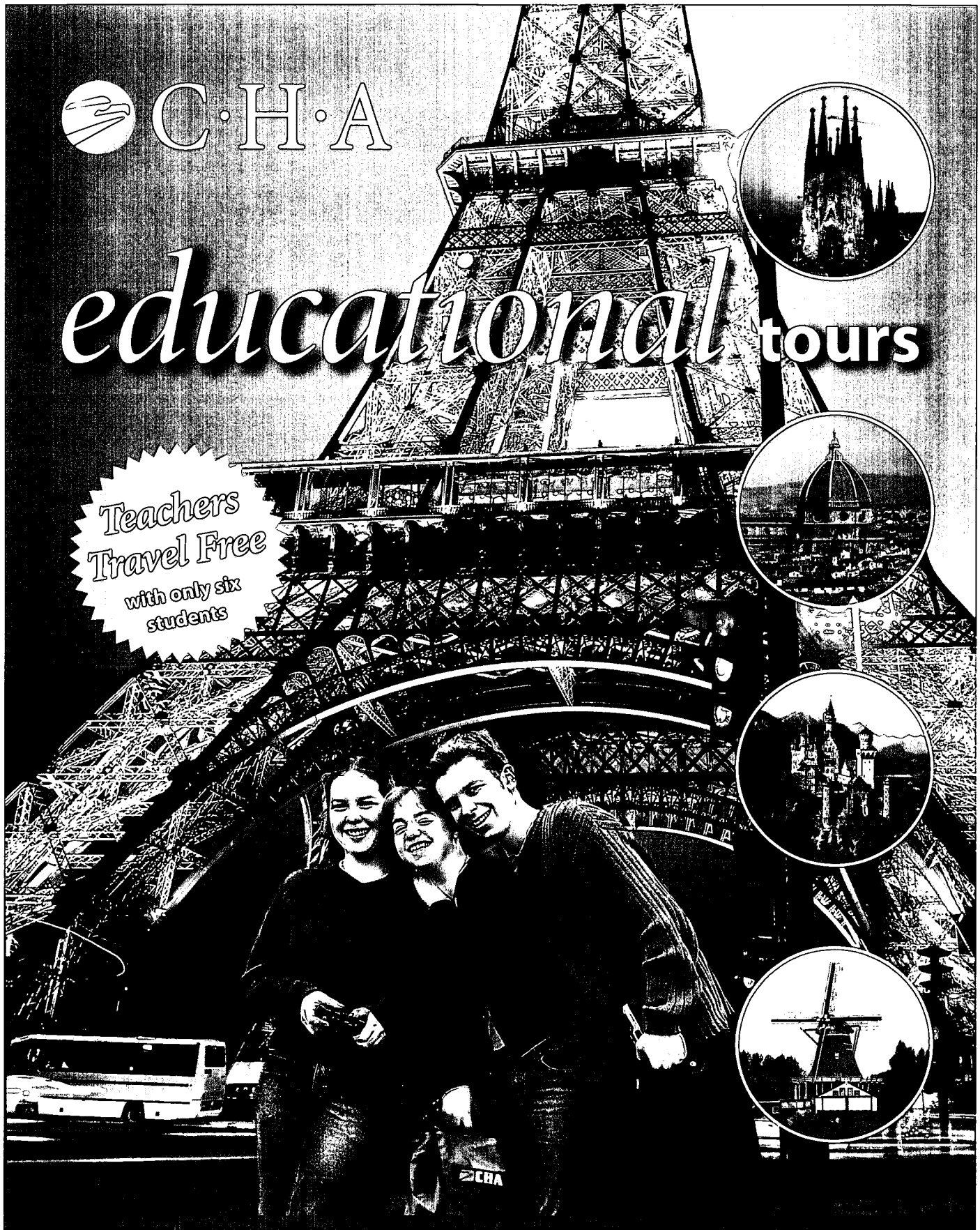
The "golden age" of Yiddish language and culture in the U.S. extended from the 1890s to around 1950, peaking in the 1920s and 1930s. Currently the language seems to be in a state of decline, and it is becoming rare in everyday use. One of the characteristics of declining languages is their restriction to special purposes such as comedy. This is what has happened to Yiddish in the U.S., where it has become somewhat of a ludic language (one used for language play).

Jewish English

Whenever a Jewish community has shifted from Jewish language into another (non-Jewish) one, the newly adopted language has commonly become Judaicized – turning it into an expression of Jewish culture, reflecting the activities, values and history of its speakers. In the case of Jews adapting English, this has created several varieties of the language, known collectively

continued p.68

BEST COPY AVAILABLE

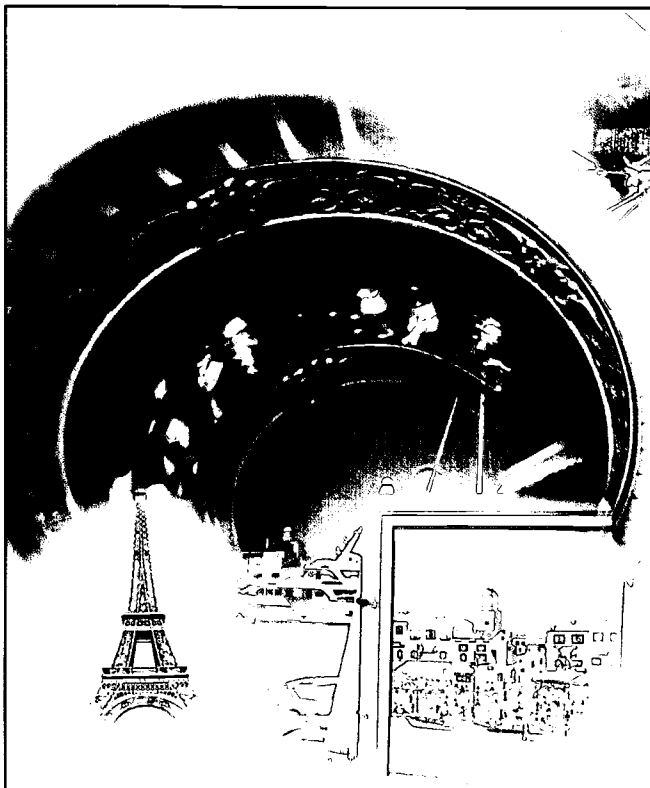


International travel for teachers & students to:

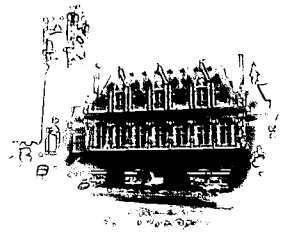
Europe • Russia • Mexico • The Americas • Asia • South Pacific • Africa

1-800-323-4466 • www.cha-tours.com

ERIC Full Text Provided by ERIC



Early Enrollment 2002



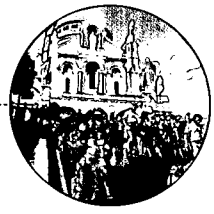
($50 OFF For 2002 Early Enrollment)

Early Enroll your 2002 traveling group by June 1, 2001, and your participants will receive $50 OFF the published catalog price for their GLOBAL VISTAS tour!

GLOBAL VISTAS has posted no price increases for catalog programs since 1999. Your group can travel in 2002 at $50 below 1999 prices — only with GLOBAL VISTAS.

The best deal in the business just got better! 1-800-757-5580

Receive a FREE Digital Camera



Every group leader who Early Enrolls even one traveler by June 1, 2001, and eventually has a group of 15 or more students with GLOBAL VISTAS for 2002 travel, will be sent a quality digital camera.

FOR FREE.

Photograph your group on tour, upload scenes from your tour to your group's personal website at globalvistas.com. Even "paste" photos taken that day onto your "e-postcards" sent home from Europe.

Your Personal Group Website

Set for launch early in 2001, the new GLOBAL VISTAS website (globalvistas.com) will make the job of recruiting and tracking your group easier than ever before.

Every group will have their own dedicated website.

Every group will be allowed to enroll instantly, online.

Every group leader will be able to stay in touch with all group members, in real time.

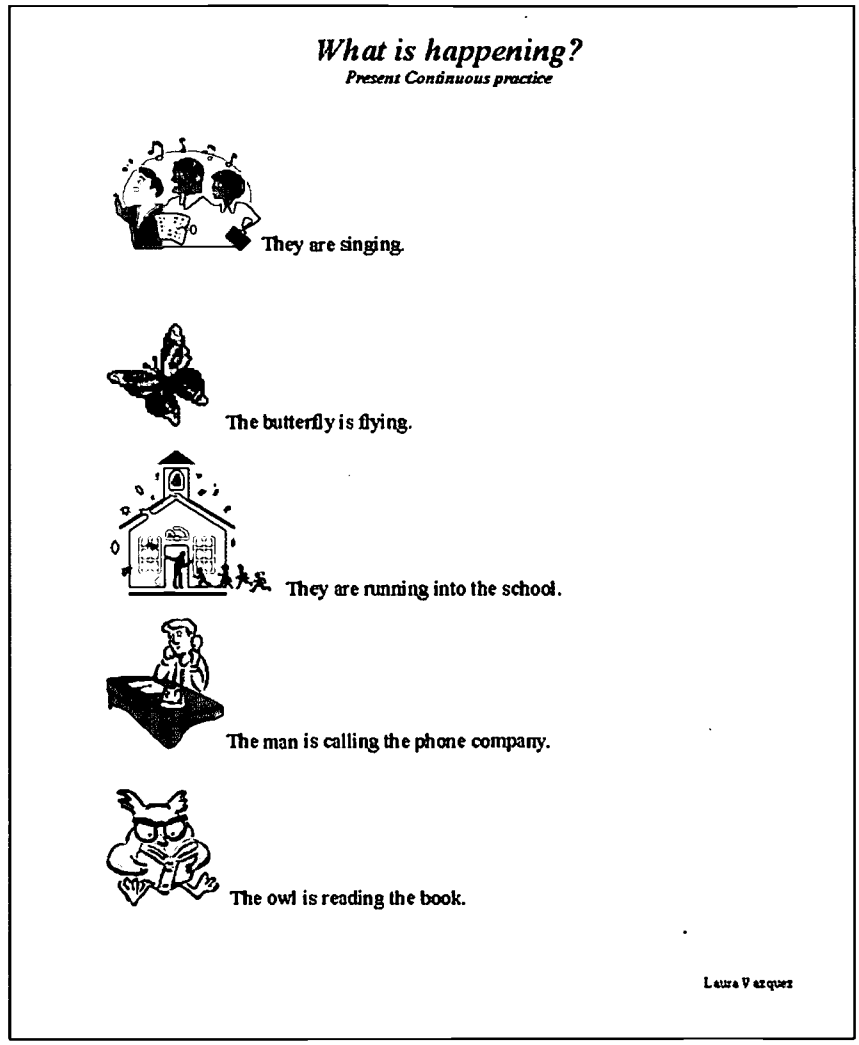
After all, making your job easier is our job!

GLOBAL VISTAS
Where quality is the difference.

www.globalvistas.com ○ 1-800-757-5580 ○ "The Class of the Field"©

Lessons for the One-Computer Classroom: Project 2

Barry Bakin presents his regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms.



Project #2 "What is Happening?"

The second project is appropriate for high beginning students and above. Students use a standard clipart program and look for images that portray common actions. Grammar points that this project emphasizes are using subject nouns and pronouns, verbs in the present continuous tense, and objects. The students will insert the clip art images that they have chosen into the document and write a description of the action portrayed in the clip art next to each image.

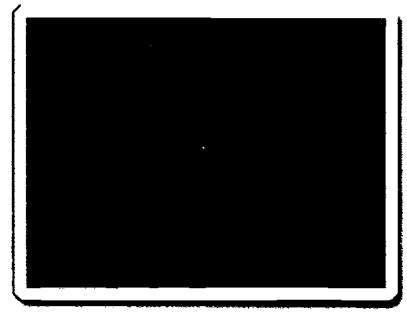
As with Project #1 (see ALR, January/February 2001, p. 51), preparation for this project includes creating a "model" document. (A model document is simply a template that you will use again and again by inserting a student's work into the document and resaving it under the student's name. This keeps each student's finished project similar to all of the others and you don't have to retype the descriptive information at the top and bottom of the page each time.) The title of the project goes at the top and the name of your class and the date goes at the bottom. I usually include the level of the class, the name of the class, the date, and my name in the description in 7pt or 8pt font size. The model for this project should look something like the illustration above. Save the model document in a folder named "Present Continuous". Call it "Present Continuous Model". From now on, when a new student is ready to start the project, you can open the "Model" document, rename it using Save As with the student's name and save it under the new name. Delete the pictures and sentences so that the student can begin to insert the new clip art selections and descriptions. Alternatively, you can have the students start with a blank document. After they have finished, copy the entire page and paste it into the model document in place of the picture section.

Step 2) Now that your model document is ready, it is time to introduce the project to the class. Describe the project in general terms and show the students the model. Introduce the idea of clipart and demonstrate how to browse through the images and insert the selected image into the document. (In Microsoft Word 2000, for example, click on Insert, Picture and then Clip Art. The Insert Clip Art window will open. Choose a category and click on it. Once the various images appear click on the selected image and a drop down menu appears. Click on the top icon in the menu and the clip will be inserted in the document. Some images are located on a separate disc which must be inserted as prompted, but others that are stored on the hard drive are automatically inserted. Any Clip Art collection that you have can be used instead.) Show the students how they can type in the appropriate text adjacent to the image. Do this

cont. p.54

Glearner.com

Glearning For the Future



Michael Howard investigates a new intelligent software designed for use by language learners.

Imagine the most perfect day in class. A day when you could give your undivided attention to each and every one of your devoted language students. Well, dream on.

Researchers have found that in today's classroom, students receive only 10 seconds of individual attention for every hour they spend in class. In 13 years of education this means a student enjoys the sole attention of a teacher for just one week.

Now relate this finding to an ESL college level pronunciation course. At the end of a course each student will have received a full eight minutes of individual treatment.

It was these startling figures and the observation of a gap in the market, which inspired Steven Donahue to work on a new form of online learning which would deliver the aims of a traditional language classroom over the web to students in a durable, adaptable and affordable way—while not removing the interaction and personal elements of the class. Donahue wanted to develop a new system of online learning that would not only teach students efficiently and effectively but one that would also enable them to learn pronunciation—an area where online systems were having difficulties.

The result of Donahue's research was the "Glearner" (pronounced *glurner*). "The Glearner evolved out of frustration in teaching pronunciation in the face-to-face classroom," says Steven Donahue. "Pronunciation, by its very nature should be a one-to-one learning or transferal experience from a teacher to a student by modeling and immediate feedback."

The Glearner is a new intelligent software which both adapts to a student's learning curve and offers personalized remedial lessons for pronunciation, grammar and

cont. p.56

from p.53

several times. Watch the student do one to make sure he or she can continue to work individually.

Step 3) The student finishes five or six images and descriptions. Remind the students to insert their name at the bottom or do it yourself. Take a look at the whole page to see if any adjustments or corrections are needed. If not, save it once again, and print it out. If corrections are needed, print out a copy, make notations on the printed out project and return it to the student. If no corrections are needed, make one copy to give to the student and one to display on the wall. Congratulate the student in front of the class and show everybody the completed work.

This project can take anywhere from an hour or so to a day or two per student depending on the technical skills of the students. You will want to have another project ready to go for those who finish. Look for Project #3 in a future issue!

Tips for working with computers and beginning students:

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a new document to help you organize and print out the completed projects. Call the new document "Present Continuous Book". As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "Present Continuous Book" as a new page (at the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This will allow you to print out a complete or partial set of pages without having to open each student's document individually.

The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform. For the purposes of this series, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Barry Bakin is an ESL Teacher in the Los Angeles Unified School District. He teaches in the ESL computer lab at Pacoima Skills Center.

STECK-VAUGHN

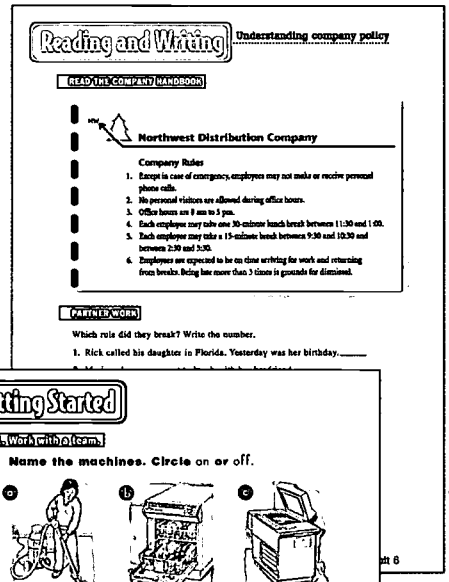
English ASAP™

Connecting English to the Workplace

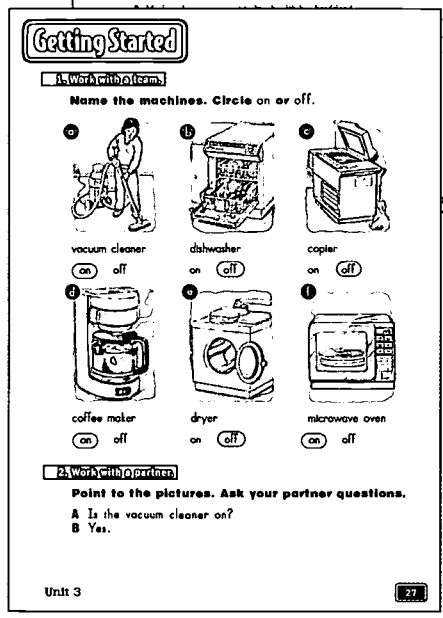
Work-related language and skills are the most important things you can teach new residents. With *English ASAP*, you can get low-level ESL and literacy learners ready for work.

English ASAP is the most comprehensive program for developing essential language skills and SCANS competencies in ESL and literacy learners.

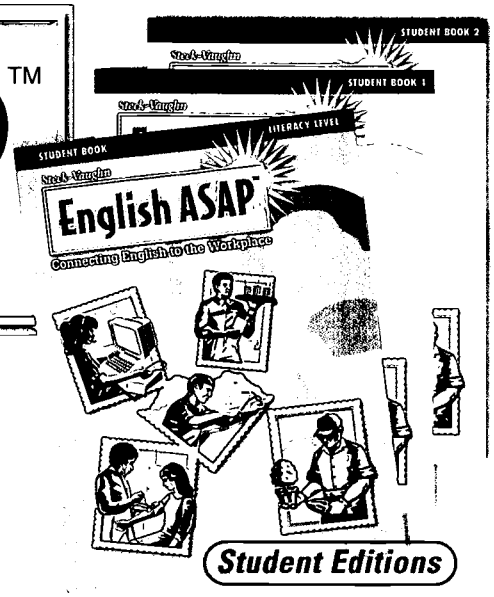
- Practice exercises in each unit develop SCANS-based listening, speaking, reading, and writing skills.
- Culture Notes stimulate conversation about key aspects of the U.S. workplace.
- A Performance Check at the end of each unit offers a thorough evaluation of skills, and a Performance Review checklist allows instructors and learners to summarize skill successes and relate new skills to job and career interests.



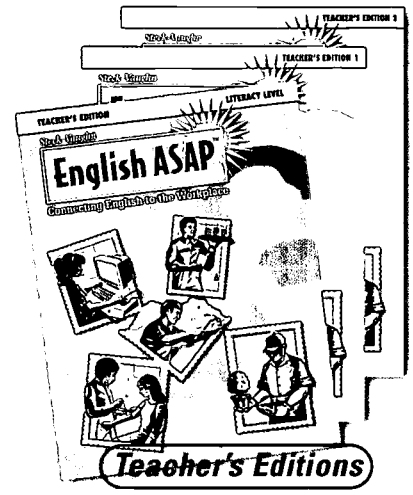
From LEVEL 2, p. 70.



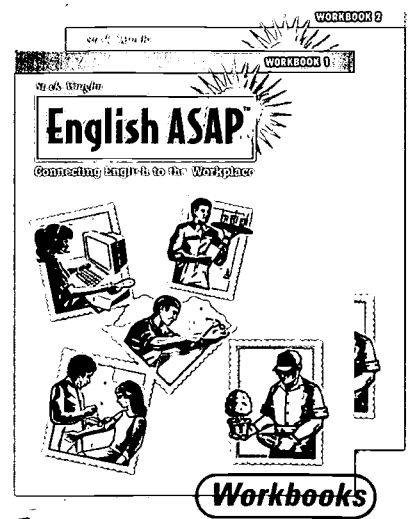
From LITERACY LEVEL, p. 27.



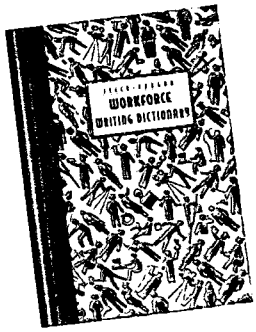
Student Editions



Teacher's Editions



Workbooks

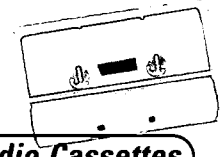


WORKFORCE WRITING DICTIONARY

Every job is different, and this personalized resource enables learners to focus on and record the words that are most useful to them day to day.

With this book, learners are able to create a completely customized dictionary of key words and phrases that they need to succeed at their jobs.

Audio cassettes contain all dialogues and listening activities, giving learners experience with a variety of native speakers in authentic workplace situations.



Audio Cassettes

Order toll free
1-800-531-5015

STECK-VAUGHN COMPANY
ELEMENTARY • SECONDARY • ADULT • LIBRARY
A Division of Harcourt Brace & Company
P.O. Box 690789
Orlando, FL 32819-0789

ish ASAP is a trademark of Steck-Vaughn Company.

from p.54

accent reduction. In preliminary tests at Broward Community College, Florida, where Donahue is a professor, the Glearner software has seen over 450 students improve their mastery of English by two standard deviations. Donahue taught two parallel pronunciation classes at Broward and compared and contrasted them. The students in the web-based class went to a site and took a diagnostic test, listened to remedial sound files and then sent individual sound files back to him as attachments.

Using sophisticated software, Donahue was able to aid students in correcting their lip position, tongue placement, voicing, intonation and other pronunciation features without actually having to see the students face-to-face.

Graphs showed the utterances of students, forming a voiceprint from which he could spot pronunciation errors. This form of teaching potentially allows a teacher who is thousands of miles away be able to tell a student that their tongue is in the wrong position, or that their lips are positioned incorrectly.

"Pronunciation is the entry point because it clearly demonstrates the Paradigm shift," says Donahue. "It will work for virtually all learning, although in my domain it is particularly useful for vocabulary and pronunciation, the building blocks for speaking, spelling, reading and writing." So, why the name Glearner? Despite terms such as "learnativity" and "e-Learning" being bandied around, the team settled on "Glearner," to represent a "re-engineered learning experience befitting the full, unleashed power of the Internet."

Gerry Bedore, an expert in distance education provision and a Glearner project developer says that it is the on-demand and convenient nature of the Glearner that will be a key factor in its popularity: "This is very beneficial to the learner. Glearner is centered by nature. Given the busy schedules, the various time zones and the differing datelines around the world, Glearner gives students the ability to engage in the learning process when it is convenient for them.

"A learner can load lessons to a handheld device or laptop and off they go. Later they connect with the web and the instructor gets a progress report and the students get their next lessons."

One major difference, prominent in the philosophy of the Glearner, is that the asynchronous online ESL course is meant to produce the learning of English, compared with the synchronous class designed to teach English.

It is also the devotion to "active learning" in the Glearner's central goals which encourages and focuses the student's learning process. The use of multimedia content is central to the operation of the Glearner. Audio, video, animation, graphics, simulations and text are all integrated into each learning step. This could involve students being taught using anything from drag and drop items to multiple-choice tests and fill in the blanks.

As Gerry Bedore explains, it is the ability of the Glearner to function as a web-based asynchronous delivery mechanism which gives the learner the best of all worlds, "Audio, video and text are part of an interactive process. Lessons are downloaded to the learner's system allowing the learner to engage with the material without having to be continually tied to the web.
"When we talk about global markets and situations that limit access to the web, this will be significant. In addition, the busy execu-

English MASTERY

AMERICANA

Bring American culture and history to your students with ***Americana***, an exciting new module in the English Mastery Series.

- a lively introduction to American culture, history, and folk songs
- 57 interactive lessons, with 399 exercises and games
- listening comprehension, speaking and pronunciation, reading, spelling and dictation, and vocabulary skills developed
- over 1,300 digitized recordings of words, phrases, and idioms and their definitions
- for intermediate-level, high school through adult, ESL learners

Americana offers fun, informative lessons about some of the history and culture of the U.S. while helping to develop critical English language skills. Request your demo CD today!

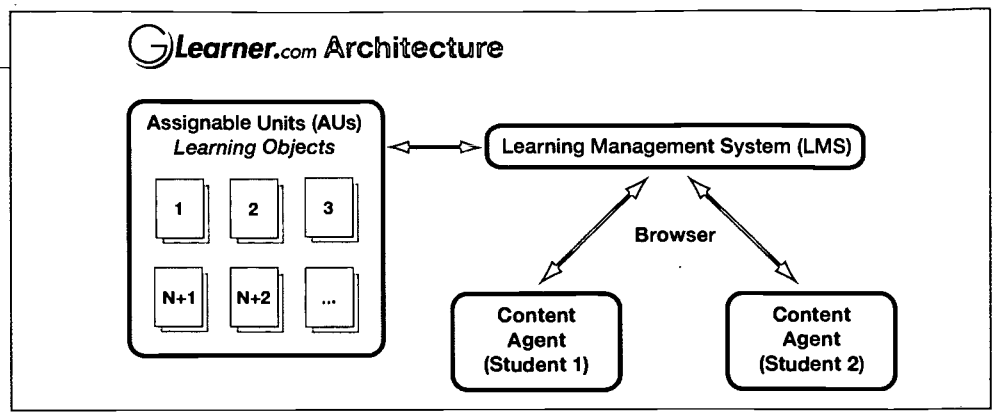
Basketball Thanksgiving Day Charles Lindbergh The Fourth of July Jack and Jill

REQUEST YOUR FREE FULLY INTERACTIVE DEMO CD TODAY!

American Language Academy®

ESL Software Department
American Language Academy
1401 Rockville Pike
Suite 550
Rockville, MD 20852

Phone 800-346-3469
301-309-1400
Fax 301-309-0202
Email software@ala-usa.com
Internet www.ala-usa.com/software



tive or employee can engage with the learning on their breaks, on a plane, or the student in the park using their cell phone. This is far more convenient than being tied to the web to participate in a learning event."

The team had three key problems to overcome when designing the Glearner software. Translating a face-to-face language classroom into a web-based one is not an easy task. Traditional classroom content had to be made suitable for delivery on the web, otherwise students would tackle it, but with little results.

With delivering the content of the course they had the challenge of distributing the learning material anywhere and at any time—while also contending with the different speed connections to the Internet students might have.

Lastly they had to consider how students would participate. They had to ensure that every student and teacher was optimally involved in the learning process, or risk students being—at best—mere voyeurs.

Established online language learning courses such as englishtown.com and globalenglish.com require students to stay connected to the Web for the duration of a session. It is during this time that materials are streamed to them, making the course appear to run smoothly. However, slow and sporadic internet connections can hinder this process. Another option is to download an entire lesson and then tackle it. But this time consuming method means the student cannot start the lesson until it has completely downloaded.

The Glearner designers have come up with a way around this. The solution means the user can download a small self-diagnostic test first, after which they can end their connection to the Internet. When the student has answered the questions the Glearner will determine which items they need to study. It will then check to see if these are already on the student's computer and if not, will then reconnect to the Internet and download the material the student needs. Bedore says, "The methodology used in delivering the content inherently requires a student to successfully complete an activity at a given level of proficiency.

"The students have access to the lesson until they master the content or application. A remedial lesson can be automatically downloaded to the student in support of given competency. This is a departure from many traditional learning processes used today.

"The Glearner overcomes the problem associated with many online courses—looking like the place-bound classroom with teachers and learners echoing the role-bound and terra bound class—by giving stu-



Take your students on the ultimate field trip

ACIS educational tours break down classroom walls and bring lessons to life. Order your free information packet including:

- more than 100 itineraries
- tips on leading successful tours
- tools for tour promotion
- special teacher benefits
- early registration incentives
- financial data and guarantees.

and you go for free!

For Your FREE information packet, call

acis™

800.888.ACIS • edu_travel@acis.com • www.acis.com

Can Do In The Digital Age

Alan Cameron recounts his departmental experiences with a tape-less language laboratory.

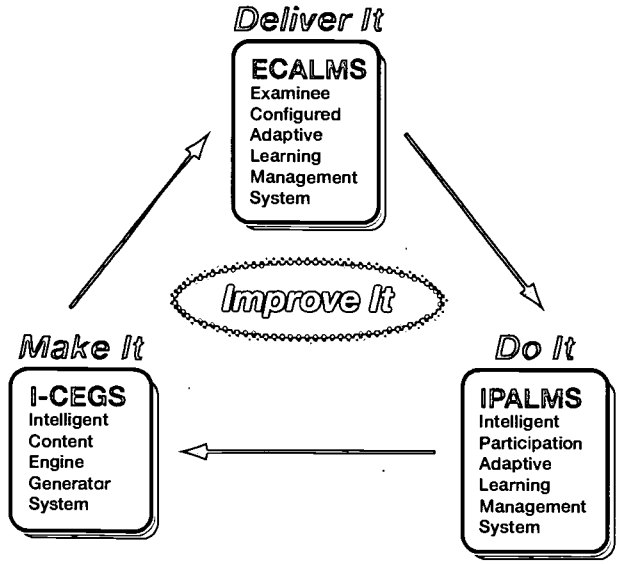


In 1995 the administration of our institution asked the professors to search for new equipment for the Modern Languages Laboratory, to be installed in a new purpose-built structure on campus. At first, our department ("MOLA") considered replacing our 24-station cassette lab with another system which employed cassettes. After all, the cassette system was convenient and well-known: most language textbooks came with copiable cassettes, and tapes were cheap and easily used by the students. Despite the technical problems we had with the cassette system (almost always caused by stubborn cassettes), MOLA felt that there was little alternative. However, we were shocked to discover that the newest systems on the market at that time such as ones made by Sony and Tandberg were extremely expensive: so costly that we had to eliminate them from our search. Moreover, those systems, despite their high-cost, were limited to using non-digital technology.

We wanted a system which would use the latest digital technology. It had to provide our students with the opportunity to listen and record in various kinds of situations, such as repeating, responding orally

continued p.60

Glearner.com the new e learning frontier



from p.57

dents their own customized and adaptable "Content Agent."

This "agent" retrieves the specific content needed by the student just at the right time.

Following the download the student can disconnect from the Internet to continue their studies. A major advantage of this is that if the connection is accidentally broken then the items that have already been downloaded will not need to be retrieved again.

The system also allows for slow and fast connections by presenting the multimedia materials in differing ways. A user with a high-bandwidth connection can use digitized video files whereas someone with a slow connection can opt for still pictures and limited audio.

The Glearner content is also approached from a different angle than the usual "shotgun" approach of the traditional language classroom. Each student will only receive a particular lesson as required, with learning "objects" being filtered to the learner in a hierarchy that maximizes the acquisition of new material. The students can interact with the material until they have mastered the lesson. For example a learning step could involve mastering the difference in the pronunciation of "pat" and "bat."

It is in this area that the software is most useful.

"This sort of software is on the tip of the language industry's tongue," says Donahue. "They dimly perceive that some combination of software, multimedia and Internet is needed to reach a critical mass where language instruction at a distance is a possibility.

"We believe it will transform the e-learning industry and become a ubiquitous model. If it's not the Glearner, something like it will be on virtually every desktop and portable device worldwide for delivering uniform packets of training. It will be like Windows 95."

Michael Howard is a staff writer for *American Language Review*.

NAFSA

Association of International Educators

53rd Annual Conference

Philadelphia, Pennsylvania • May 27–June 1, 2001

Advancing Global Diplomacy

Through International Education



The world's largest gathering of professionals in international educational exchange.

Sharpen your skills. Network with colleagues.
Discover new solutions.

- 60 workshops
- 180 sessions
- 350-booth exposition
- Featured speakers:
  - **Kerry Kennedy Cuomo**
  - **Jihan Sadat**
  - **Jan Sadlak**
  - **Patricia Schroeder**
- Networking events and tours

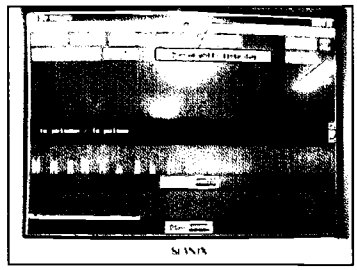
Start your planning today!

• Register online • Review the full schedule • Reserve your hotel room •

www.nafsa.org

1.202.737.3699

to different aural and visual stimuli, participating in dialogues and especially testing. It also had to provide monitoring capabilities and link up with some of the other CALL software which we were in the process of installing. Finally, it had to be reasonably priced, so that the college would be able to afford it.



Through MOLA's educational technologist, Warren Stokes, we discovered a system called Can-8. The Can-8 system consists of a special sound-card that is installed in a computer, plus headphones and microphone. [The newest version (now coming on the market) dispenses with the need for the built-in sound card, and allows users to enter the system via the Internet, although it still requires an advanced sound card in the CPU.] This totally interactive system allows students to participate in exercises and record on the hard-drive of the server, which provides digital quality sound and instant access by mouse or by keyboard (no tape counters, no rewinding, no problem!). It is also simple enough to be learned quickly. The system allows instructors not only to employ textbook materials which have been digitized, but also to create their own original exercises and tests.



How Does It Work?

The Can-8 manager creates a "class" by adding the names of students who appear in a chosen group. The students are also given "attributes" that allow them access only to languages which they are studying. All lessons are organized into a series of menus and sub-directories. For example, a student of French is given his or her own identification number and attributes. Once logged on, the student chooses the language and is then presented with sub-menus for the various French courses we offer along with their digitized textbook material. Once into the desired location, it is a simple matter to navigate to the correct set of exercises.

We decided early on to make our exercises as user-friendly as possible, so we provided a "Welcome" screen at the onset of each sub-directory. This screen provides a brief series of instructions on which button to push to record, to pause, to hear the question again, and so on. Users who prefer mouse-driven exercises can also use the mouse to click on buttons instead of the keyboard. After the students have had a couple of hours experience and feel comfortable, they are able to skip this section and proceed directly into the exercises. However, experience showed us that we needed to make sure that the students did not waste time in trying to determine what to do, so each screen has a short instruction note.

Language Instructors

From an instructor's point of view, there are two main domains of Can-8, the "planner" and the "tracker". The former is used to develop lessons or exercises; the latter provides access to the student data. Using the "planner", the instructor can become an author by developing original material, or set up exercise plans for material which he or she wishes to implement from taped or CD sources. The system also provides opportunities for instructors to develop different kinds of exercises such as fill in the blanks (both orally and in writing), multiple choice, or even read and record exercises. The versatility of the system permits the instructor to control the visuals, the on-screen text (if any) and, of course, the sound track. Exercises can be created according to the teacher's needs and imagination.

Oral Evaluation

For most language teachers oral testing has always been a problem. How does one test students' oral skills, particularly during a term when individual interview times may not be practical? One of the most exciting aspects of the Can-8 system is how well it can be adapted for evaluation of students' oral abilities. I estimate that oral evaluations now take me at least half the time they used to. Can-8 is also more time efficient than oral interviews. I still do the latter at the end of each semester for the oral component of some courses because I still want to have the opportunity to speak with each of them in an examination situation, but have discovered that I do less of this because the students are generally more relaxed and less intimidated by using a computerized format than the face to face interview. For the evaluation of oral proficiency at the first- and second-year level at least, Can-8 has been a real advantage not just for the efficiency of the system and the ease of running an oral examination, but also from the point of view of the stress level of both student and instructor. Paradoxically, being evaluated orally using a computer is more tolerated by the students than the face to face interview.



Moreover, one can customize the examination according to the kind of skill which the instructor wishes to test. For example, one can present a dialogue which the students listen to and then ask questions based on the dialogue. Can-8 has a useful feature which allows the teacher to determine how many times the student can hear the dialogue before he or she begins to answer questions, or how much time the student can have to answer. This means that the teacher does not have to worry about cheating or giving some students more time than others, since the structure of the examination is regulated by the author. I also developed different kinds of question /answer sections as well. We can test an entire declensional pattern with a visual stimulus plus a question, or run through a series of verb tenses, or any type of exercise which the instructor feels is necessary.

Problems and Solutions

Some of the problems we have experienced are not systemic. A major difficulty was vandalism. To try and eliminate this we obtained funding to hire students as lab monitors. This allowed constant supervision of our lab equipment, and the damage to our equipment was minimized, although not completely eradicated. The other benefit of the monitor system was to provide assistance with software applications, which proved to be invaluable to students who were less than sure of themselves. This year, in order to cut costs and minimize the effects of vandalism, MOLA has decided to ask students to purchase their own headsets; this system seems to be working well.

At the end of our first year of experience with Can-8 we discovered that the system's demands obliged us to make some modifications. The system requires so much memory because of the significant audio component, that we had to purchase our own Can-8 server for storage of data. Over the next twenty-four months we twice had to add more hard disk storage space as we added more languages and textbooks to the system. Moreover, the digitization process itself requires time and

money. Some texts are easily done: *Horizons* was completely digitized for less than $2000; *Como se dice?* required a few hundred dollars more. However, once the material has been digitized, it can be used for as long as the institution wishes. Even if a new edition appears, it does not necessarily mean that the entire application needs to be thrown out.

There are a few aspects of the Can-8 system itself that are a little frustrating. Although importing graphics is no problem, a major shortcoming of the system is the inability to import text into any item. One can copy from item to item or even an entire menu, but one cannot copy text, even from a digital source, unless one has the text scanned. This meant, for example, that entire sections from any given textbook had to be retyped into the particular text. It would be useful to be able to download a text file into the system when authoring any new section, but this feature is not yet available. On the other hand, using items or even entire menu sections as templates works well and saves some time. Moreover, the system itself is quite sensitive: if the microphone is a little too close, the sound is severely distorted. Loose connections can also be the bane of clarity of sound.

There also seems to be some technical inflexibility in the system's ability to synchronize text with sound Our Cyrillic dialogue box had its limitations as well. We had easy access to the letters, but stress marks, which are very important for beginners in Russian, were not available. The solution we developed was actually of major benefit: stressed syllables in Russian are indicated on Can-8 with a green highlight. This involved more work for the author, but the result is impressive. Students can clearly see the accented syllable on the screen which is boldly highlighted and provides a better contrast than the use of accent marks.

Despite the relative ease of operation, faculty and students need orientation to the system. Besides faculty workshops which the Can-8 people have given us, MOLA also provides one class at the beginning of each semester where the students are introduced to Can-8. It may be quite user-friendly, but it still requires a couple of hour's usage for the students to feel comfortable.

Finally, there is the question of computer reliability itself. Usually, it has been the fault of the individual computer or a network problem, mainly because Can-8, with all its memory requirements, puts any networked system to the test. Any glitches have been readily rectified by consultation with the manufacturers. Nonetheless, we recommend any department using a technologically advanced system such as this employs a person with appropriate technical training to assist with problems which may arise.

Summary

The past five years experience which we have had with the Can-8 tape-less system have been very positive. Faculty and staff believe it to be a very good system for any language laboratory; it has few shortcomings. Most importantly, however, is that the students love it and do actually use it for practice. The feedback that we receive is consistently positive. My colleagues and I highly recommend that any institution contemplating the purchase of a new language laboratory consider looking at Can-8.

Alan H. Cameron, Ph.D., Professor of French and Russian, University College of the Fraser Valley British, Columbia, Canada.



PhonePass™ testing is a quick reliable measure of spoken English

Finally there is a standard test of speaking and listening that you can administer where and when you like.

A PhonePass test takes ten minutes and returns measures of a person's fluency, pronunciation, and listening vocabulary. PhonePass testing is as close as your telephone. Administer PhonePass tests at any time, seven days a week, 24 hours a day, from any location in the world. Scores are returned immediately in the form that is most convenient for you: by e-mail, fax, or from the Web.

Try it. It will save you time and effort. Download a PhonePass sample test by visiting http://www.ordinate.com or contact Ordinate Corporation for details.

ORDINATE

1040 Noel Dr • Menlo Park, California 94025 • USA
Tel:+1.650.327.4449 • Fax:+1.650.328.8866

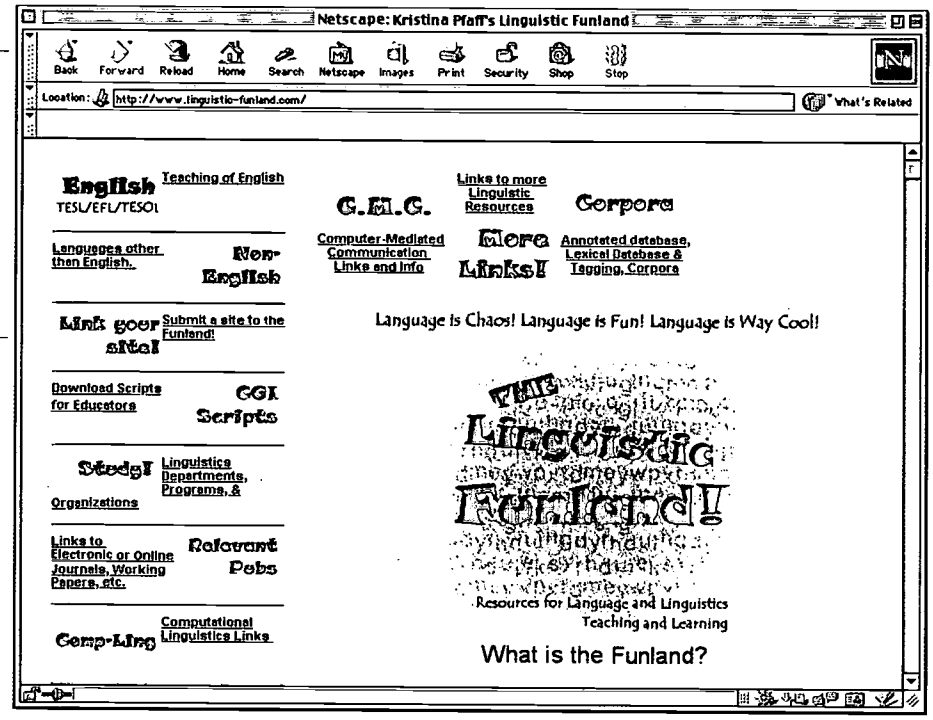
Speaking | Fluency | Listening

PhonePass

www.ordinate.com

Funland On the Net

What we see today on the Internet, particularly for TESOL educators, has been influenced by a number of visionaries especially Kristina Pfaff-Harris, creator of Linguistic Funland (http://www.linguistic-funland.com/).



Kristina, a TESOL teacher-turned computer programmer, has developed a array of web-based resources, including her popular computer programs, and she shares her expertise with RANDALL DAVIS.

Your web site, Linguistic Funland (http://www.linguistic-funland.com/) has been around since 1994, a long time by Internet standards, and you have become quite a pioneer. Could you tell us the history behind your site and your work, and how you became involved in creating materials for the Web?

It all started when I was a graduate student working on my MA in English Linguistics at the University of Nevada Reno. At that time, mostly universities had Internet access, but some of the more progressive magazines such as *Newsweek* had begun to recognize the Internet's possibilities. There were really very few people doing anything with the Internet either in Linguistics or English teaching, so I decided to try and set up a resource to help people find their way around a very confusing web to relevant sites in English and linguistics.

Around that time, I found that while there were a lot of CGI scripts out there, very few, if any, were appropriate for an online course. Somehow, painstakingly bit by painful bit, I started to write some simple ones for an online course, and put them up at "Scripts for Educators."

What is your education and background in the TESOL profession?

While with the Army in Korea, I taught English for about a year (I wish I would have had the web back then!) and really realized how much I did not know about how my own language was constructed. When I returned to the U.S. and decided to get my MA in linguistics, I was also very interested in language teaching and learning, so much of my focus was on applied linguistics, teaching methods, and so forth. I taught and tutored students in English on a volunteer basis throughout graduate school. After about a year, I started being asked to teach teachers about navigating the Internet, and later, I began to be contacted by businesses as well for workshops on how to navigate the Net. Eventually, I began working for an Internet Service Provider and started to move more into the technology area than teaching.

What are some of the main features of your site?

The main "Linguistic Funland" site has several sections, the most popular being the TESL site, The ESLoop, and Scripts for Educators. The TESL part of the site has really grown into its own stand-alone piece. I allow employers to post job announcements, allow teachers to post requests for classroom email pen-pal connections, and allow anyone to submit their ESOL-related site for listing in various categories. I review all submissions for appropriateness and remove them by the next day if they do not fit. The ESLoop is really just a group of sites linked in a ring, so you can navigate around and end up where you started. Scripts for Educators, of course, is the home of the free CGI programs that teachers can download and use on their sites.

You have created a number of CGI scripts for educators. In basic language, what are CGI scripts and how can this scripting benefit language learning and teaching?

On my site, there is a "What the Heck is CGI?" online tutorial (www.tesol.net/scripts/) that explains more about how it all works, but basically CGI (common gateway interface) scripts are programs that sit on your website and do things that a plain old web page cannot do. They can give a level of interactivity to a site that is hard to attain with just plain web pages.

Your QuizTest 3.0 CGI script (http://www.tesol.net/scripts/QuizTest/) is one of the most comprehensive and easy-to-use web-based testing programs I have seen, and it is even free. What are some of its main features and uses for language teachers and organizations?

One of the things I quite like is the statistical analysis of the test results. Since graduate school, I have always been interested in test validation since I have found over the years that you are not always asking the question you think you are really asking. QuizTest would have let me see at a glance that people were giving answers I did not expect so I could rephrase or clarify the questions.

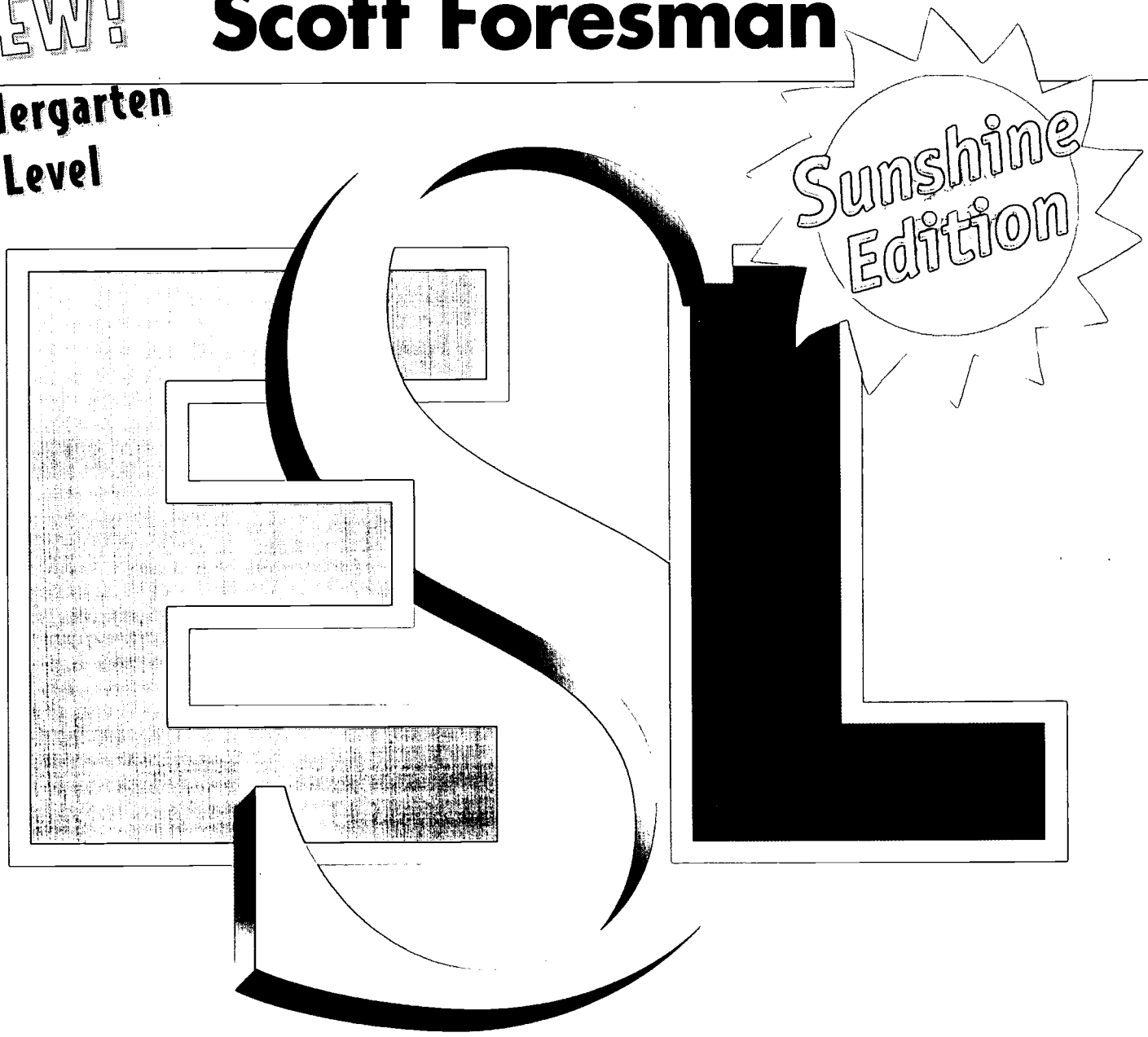
cont. p.64

BEST COPY AVAILABLE

NEW!

Scott Foresman

Kindergarten Level



Contact your ESL Specialist 1-800-375-2375

Accelerating English Language Learning
A Content-Based ESL Program

Jim Cummins, Anna Uhl Chamot,
Carolyn Kessler, J. Michael O'Malley, and Lily Wong Fillmore

Grades K-8

Pearson Education

www.longman.com/sfesl

from p.62

Also, although many programs show you the mean, median, and mode for overall score averages, very few will let you view detailed results. For example, QuizTest will show you which distractor was selected for each question (distractor analysis) and what percent of students answered "X" to a particular question or an item analysis (i.e., level of difficulty for each item).

> "Since graduate school, I have always been interested in test validation since I have found over the years that you are not always asking the question you think you are really asking."

It is also very versatile in terms of allowing multiple instructors to set up their own quizzes and limiting access to just certain students. It is set up to be as flexible as possible, so that teachers who know HTML can make use of it, and people who do not can still make quizzes.

This program is a wonderful resource, but it might be difficult for novice teachers to implement. Do you have any suggestions on how teachers can make use of such a program?

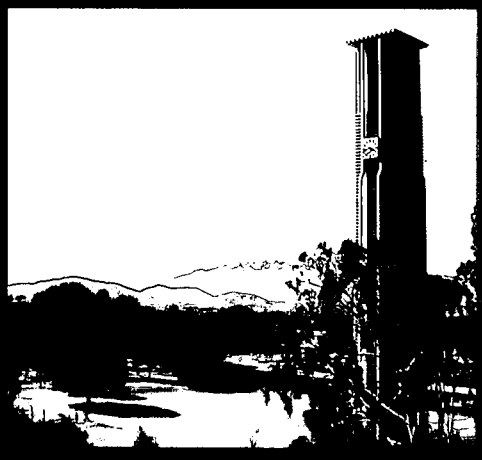
Well, because CGI scripts run on your web server, you do need to know a few things about how to set them up. However, while QuizTest might look a bit intimidating at first, it comes with detailed instructions, and if they are not clear, I try to help via email. My goal is really to try to give people the feeling I had the first time I got a simple email CGI program to run—just the fact that I could do it made me feel about ten feet tall.

I notice that you do not charge for your programs. What personal benefit do you derive from giving your materials away? How can you continue to maintain your site?

As for personal benefit, I get to see my work "in print" (so to speak) all over the web, and the occasional "thank you" which are both quite satisfying. Very rarely, someone will donate a small amount of money (say $10.00) to the site, and that is nice as well. The only thing I ask is that if you use the scripts, you need to leave a link back to my site. I put this requirement in so that people who were looking for a particular script might be able to find it more easily. Really, web hosting is not expensive, and I just enjoy maintaining the sites. I like to think that there is still one place on the web without flashy advertisements on every page.

It seems that you started out in teaching but then switched to computer programming. How has a knowledge of both helped you in your work, and what advice can you give teachers who are interested in writing their own programs?

cont. p.66



UNIVERSITY OF CALIFORNIA
RIVERSIDE EXTENSION

FOR MORE INFORMATION, PLEASE CONTACT:
INTERNATIONAL EDUCATION PROGRAMS, UNIVERSITY OF CALIFORNIA EXTENSION
1200 UNIVERSITY AVENUE, DEPT. ALR00 · RIVERSIDE, CA 92507-4596 U.S.A.
E-MAIL: ucriep@ucx.ucr.edu PHONE: (1-909) 787-4346 FAX: (1-909) 787-5796
WEB SITE: http://www.unex.ucr.edu/iep.html

WANTING TO ...
- TRAVEL THE WORLD
- TEACH ENGLISH ABROAD
- EXPAND YOUR EMPLOYMENT OPPORTUNITIES
- GET PRACTICAL TEACHING EXPERIENCE

ENROLL IN AN INTENSIVE CERTIFICATE PROGRAM ...

TEFL

TEACHING ENGLISH AS A FOREIGN LANGUAGE

JANUARY 5 TO FEBRUARY 2, 2001
AUGUST 3 TO AUGUST 31, 2001

FEATURING:
- A TOTAL OF 160 CLASSROOM HOURS
- EXTENSIVE CLASSROOM PRACTICE WITH ESL STUDENTS
- PRACTICAL CURRICULUM
- POTENTIAL JOB PLACEMENT



Committed to *Literacy* Success

Rigby is committed to collaborating with educators in teaching students to read and write. Through our many outstanding products and our quality courses and seminars, Rigby is the premiere provider of guided reading and balanced literacy materials and professional development offerings for literacy success.

ABCelebramos

Spanish phonemic awareness through music.

- Develops an awareness of the alphabetic principle
- Supports the 8 elements of phonemic awareness

Saludos!

Comprehension-based series with multicultural focus.

- Focuses on research-based teaching strategies
- Designed to enhance students' oral and written language skills
- Culturally relevant books written originally in Spanish

English in My Pocket

Singing, Chanting, Opening, and Moving into Learning!

- A multi-sensory language development program
- Designed for Stage 1 (Preproduction) and Stage 2 (Early Production) English Language Learners in the primary grades

Theme Packs

Engaging resources for English Language Learners.

- Multi-leveled packs address varying degrees of literacy-learning and language-learning needs
- Hands on activities support content areas—science, math, and social studies
- Addresses the five stages of English Language Acquisition and the four levels of English Literacy Development

Reach for Reading/ Reaching Up EN ESPAÑOL

Increasing Reading Skills One Student at a Time.

Reach for Reading is a one-on-one tutor program designed to bring the reading levels of at-risk students up to grade level. **Reaching Up** is for first through third grade students and **Reaching Higher** is for third through fifth grade students.

NEW!

Rigby PM Collection EN ESPAÑOL Starters One and Two–Básicos

- Leveled books for intervention
- Natural-sounding Spanish adaptations
- Focus on Spanish high-frequency words and sentence patterns

RISE (Responsive Instruction for Success in English)

RISE helps teachers acquire the necessary skills and strategies to support ELL/ESOL/ESL students while providing the scaffolding needed to give students access to the academic contents of your curriculum.

Rigby

1-800-822-8661
www.rigby.com

from p.64

I think that my study of how English and other languages are put together really translated well into learning the Perl programming language, which, after all, was invented by Larry Wall, whose education was in linguistics. Whenever I write instructions for the programs, I feel as though I am teaching people I cannot see, so I think that helps me write better documentation.

What are the biggest changes and developments you have seen with our profession on the Internet, and what new directions do you envision during the next few years?

The biggest change is really the obvious one: the enormously widespread adoption of Internet technologies in the schools and universities. I look back to 1994, and there were maybe a total of 20 ESL/EFL related sites. Now, there are thousands. More and more teachers are able to publish their teaching materials, and more and more students are able to access these materials online. On a sadder note, I think the commercialism of the Internet has taken away a lot of the collaborative feel that it had in the early '90s.

For me, the Internet's single greatest aspect has always been how it enables communication. After all, that's what language is all about: communicating. The Internet will never replace the teacher, but it will allow teachers to reach more students (and vice versa) and allow teachers to collaborate in ways we probably cannot even imagine right now. Personally, I cannot wait to see what technology brings us tomorrow!

Randall Davis teaches at the English Language Institute, University of Utah (randall@esl-lab.com).

MUZZY Level II Classroom Edition
BBC / Vektor
Distributed by Early Advantage
Price: $209.00 (or 5 monthly payments of $41.80)

FANS OF MUZZY the green extraterrestrial and his friends will be delighted to know that Level II of the Classroom Edition has been released in Spanish and French versions: German and Italian are due for release this spring. The package includes four story videos (three in the target language and one in the support language), two audiocassettes, one multilingual CD featuring "MUZZY at the Disco." A Teacher's Guide and Activity Masters are also available although they were not part of the preview package that this reviewer received. Teachers whose students are already familiar with the MUZZY series will need no convincing that this is one of the best language learning products on the market. A winning combination of intelligent and amusing story lines together with strong artwork make MUZZY one of the few series where children (and adults) can actually empathize with the characters. This is how language learning is supposed to be – fun and stimulating with the children picking up and retaining vocabulary. Teachers really appreciate learning aids that can achieve this goal. The MUZZY series is particularly useful for foreign language instructions with middle school and beginning high school students although children at the elementary level will also love it and there's nothing better than to start 'em young when it comes to second language acquisition. I can wholeheartedly recommend the MUZZY series to teachers of foreign languages.

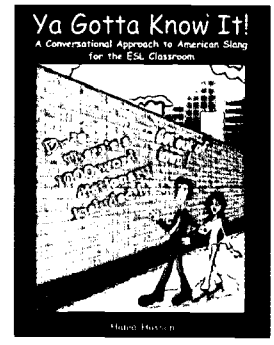
- Donna Aguilar, Del Rio ISD, Texas.

American slang - ya gotta know it!

NEW!

Ya Gotta Know It! is a fun, new way to learn American slang. The book tells a story about four twenty-something main characters (the typical age of ESL students) in thirty true-to-life dialogues. Each lesson features stimulating matching exercises and a series of classroom-tested discussion questions that encourage students to develop improved comprehension, appreciation for proper context, and a comfortable speaking familiarity with new slang vocabulary. Reviews feature challenging crossword puzzles to test students' knowledge.

Appropriate as a supplement to other teaching materials, **Ya Gotta Know It!** is also a conversational book. Any unit or lesson will stand on its own and can help liven up a routine day in the ESL classroom. This book is student and teacher-friendly (no student workbooks or teacher's guides to purchase), and is an indispensable component in the ESL student's backpack and a great resource for the ESL teacher's library.



- Ideal for the classroom; works with large or small groups of students.
- Thirty realistic dialogues each introducing twenty to twenty-five slang terms and expressions.
- Dictionary of 1000 terms with IPA pronunciations, usage and warning notes, and sample sentences.
- Tense chart of all verbs used in the book.
- Relaxed speech (elision) section featuring common examples of American speech patterns.
- Answer key for all exercises and crossword puzzles.
- Optional audio on CD or cassette (available late Spring 2001)

ISBN 1-879440-27-X soft-cover, 8½" by 11", 240 pg with illustrations $21.95

From
OPTIMA BOOKS



The **STREET TALK** and **BIZ TALK** people



OPTIMA BOOKS
2820 Eighth Street
Berkeley, CA 94710
e-mail: esl@optimabooks.com

Phone Toll Free (877) 710-2196
FAX (800) 515-8737
Outside US (510) 848-8708
FAX (510) 848-8737

Macquarie University

GRADUATE STARTING SALARIES

☆☆☆☆☆

GRADUATE EMPLOYMENT

☆☆☆☆☆

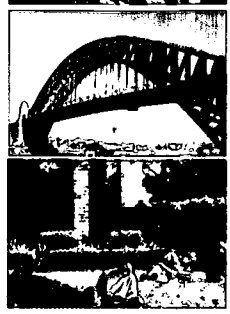
GRADUATE OUTCOMES

☆☆☆☆☆

☆ *The Good Universities Guide to Australian Universities - 1999.*

MACQUARIE UNIVERSITY~SYDNEY





New from July 2001, the Doctor of Applied Linguistics, a research and coursework degree entirely in distance mode.

Applied Linguistics, TESOL and Literacy

Macquarie is one of the world's foremost centres for Applied Linguistics studies.

Postgraduate degrees may be studied either on our Sydney campus or entirely by distance from anywhere in the world.

Programs include:

- Master of Applied Linguistics, Applied Linguistics (TESOL) and Applied Linguistics (Literacy)
- Postgraduate Diploma in Applied Linguistics, Applied Linguistics (TESOL) and Applied Linguistics (Literacy)
- Postgraduate Certificate in TESOL (for Beginning Teachers).

Features include:

- rigorous and challenging programs
- full transfer of credits between programs
- no big up-front fees - you only pay for each unit as you take it
- work at your own speed, taking from one to five units each semester
- no residence requirements for distance students
- mixed mode (on campus and distance) readily available
- email discussion list linking students in over 25 countries
- admissions twice-yearly.

"Sydney's Macquarie University is well-known for its teaching excellence in Applied Linguistics." *American Language Review, Jan/Feb 2000.*



133

VISIT US IN ST LOUIS AT TESOL BOOTH #123

MACQUARIE UNIVERSITY~SYDNEY

Linguistics Postgraduate Office, Macquarie University, New South Wales, 2109 Australia
Tel: +612 9850 9243 Fax: +612 9850 9352 email: lingdl@ling.mq.edu.au www.ling.mq.edu.au

ERIC Full Text Provided by ERIC

From p.50

as "Jewish English". Of all the varieties of American Jewish English, only those developed during the Eastern Ashkenazic period have had any real influence on non-Jewish varieties of American English, the exceptions being some Western Yiddish words adapted into American English during the Western Ashkenazic period. Perhaps the most well known of these is *kosher*, "ritually pure, approved, acceptable."

Eastern Yiddish is considered to be the major determinant of American Jewish English. It is notable that it has widely influenced the English of many American Jews who do not know Yiddish, even those whose ancestors had no contact with the language at all.

American Jewish English is still taking shape and there are no comprehensive grammatical, phonological, stylistic or lexical descriptions of it. Some varieties differ considerably from non-Jewish English, while others do not. Those varieties, for which Eastern Yiddish is not the main determinant, seem to be disappearing.

Yiddish Loans in American English

It should be noted that the influence of Yiddish on American English came from Jewish English as spoken by American-born Jews rather than directly from Eastern Yiddish or the Eastern Ashkenazic Jewish English of the immigrant generation. Yiddish loans are typically widespread in metropolitan areas. The fact that many popular American radio and television comedians, as well as advertising copywriters have been Jewish has helped to spread many Yiddish-derived expressions.

The majority of the loans from Jewish into non-Jewish English are vocabulary items, including productive morphemes such as *-nik*, found in words like *beatnik*, *noisenik* and *no-goodnik*. Another common productive morpheme, *shm-*, is used to negate or deride the meaning of a word by repeating the word with *shm-* prefixed to the repetition, as in "Doctor says she has a serious virus? *Virus-shmirus*, as long as she's healthy."

Other American English words loaned or derived from Yiddish include:

bagel	hard, doughnut-shaped roll
chutzpah	brazen impudence; unmitigated effrontery
landsman	a person from the same town or region of Europe
lox	smoked salmon
mish-mash/mish-mosh	a mix-up; a mess
schlock	cheaply made; defective (slang; Yiddish word *schlock* – a "curse")
tush	backside; buttocks
Zion	The land of Israel; Jerusalem

Some loans are syntactical patterns (with attendant intonation), which have become part of at least passive repertoire of American expressions. Examples include:

"I should have such luck"

"Get lost"

"This is coffee?"

"It shouldn't happen to a dog!"

"With friends like you, who needs enemies?"

"I need it like a hole in the head!" (Direct translation from a Yiddish expression)

Grammatical and lexical influence can be exerted through written media, but intonation patterns can be borrowed only by hearing them; hence their higher frequency in areas with a sizable and influential Jewish population, such as New York City.

Yiddish Resources

Mendele: Forum of Yiddish Literature and Yiddish Language

Mendele is a moderated mailing list dedicated to discussion of Yiddish-related issues, be it the nuances of *chutzpah* or comparisons of Black and Jewish American English. The homepage of the mailing list (which contains the archived discussions) can be found in http://shakti.cc.trincoll.edu/~mendele/index.htm

Maus by Art Spiegelman

This Pulitzer Prize-winning graphic novel is based on interviews conducted on author's father Vladek, a Holocaust survivor. In addition to being a very powerful and moving account of the horrors of the past, it provides an enlightening look into the Yiddish-influenced English of the original Eastern Ashkenazi immigrants. The enhanced CD-ROM *The Complete Maus* is also highly recommended, as it contains recorded samples of Vladek's speech as well as the original transcripts from the interviews.

The Spoken Yiddish Language Project

The homepage of this Columbia University's project can be found in http://www.columbia.edu/cu/cria/Current-projects/Yiddish/yiddish.html. It contains a variety of articles and links on the subject, as well as recorded samples of Yiddish speech.

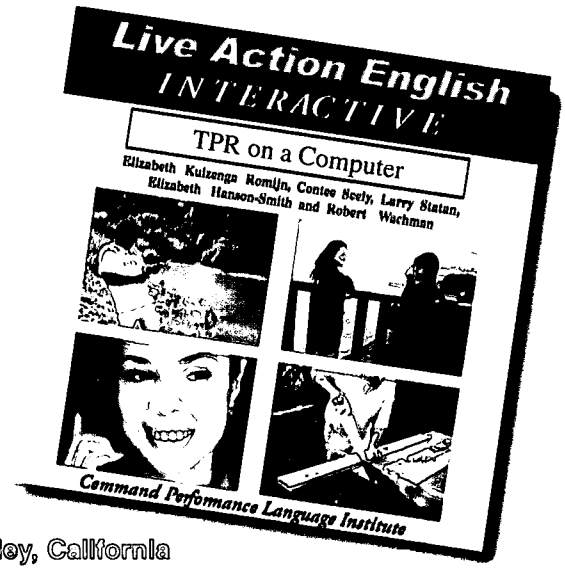
Pekka Pietikäinen is a Technical Writer for CITEC Information and works in English Translation and Interpretation at the University of Tampere, Finland.

"The program used most in our lab."
Kay Wade, Berkeley Adult School

Live Action English

- **The first TPR computer program**
- **High beginning/low intermediate**
- **3rd grade through college/adult**
- **12 engaging units**
- **Amazing interactive exercises**
- **Loads of video and high-quality photos and sound**
- **Windows and Mac**

7 interactive activities in every unit:
Watch, Listen, Interact, Watch & Read, Order, Verbs, Write



Published by Command Performance Language Institute, Berkeley, California
Available from SpeakWare:
see demo at www.speakware.com phone/fax (510) 222-2455 e-mail: sales@speakware.com

You can provide
Any Lesson.
In any language
to Any Student.
Anywhere.
Anytime.

CAN 8®
VirtuaLab™

classrooms and beyond . . .



Introducing the world's most personal, virtual classroom.

Talk and teach in real time over the Internet with CAN-8



Transform your computer classrooms into versatile, cost-efficient language labs with a unique training system that is a secure, versatile, multi-purpose classroom. Specified completely by teachers' requests, CAN-8 takes advantage of changing technologies, like the Internet, to make it easy to enhance the effectiveness of multimedia.

Please visit us at TESOL 2001, booth 600

www.esl.can8.com

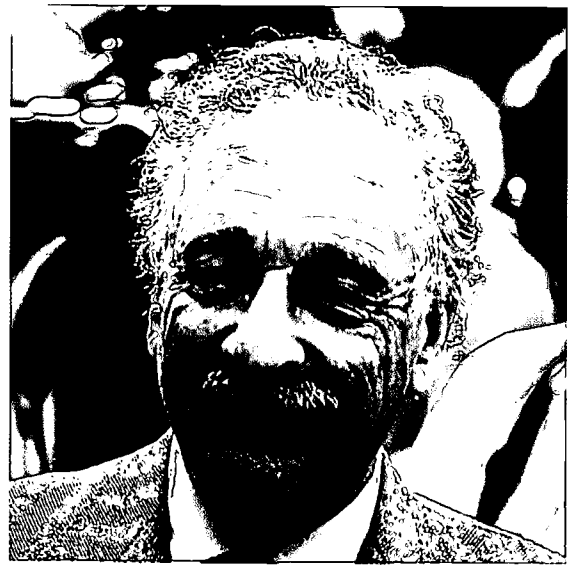
Four Cheers Five Victor Borge

The Comedian of the Keyboard, also known as The Unmelancholy Dane, exited the earthly stage this past December 23. Victor Borge, the irrepressible musical humorist, didn't quite make it into the true third millennium, but he lived almost 92 very full years and performed more than a 100 nights a year right up until the spotlight winked out.

Borge left the world a triple legacy. Born in Copenhagen to a family of musicians, Borge became a fine pianist and conductor. Too, he was that rare comedian who never used foul language and never made fun of anyone. "The smile is the shortest distance between two people," he observed. Most astonishingly, he became a genius in his second language—English, which he learned by spending day after day in movie theaters.

Many years ago, Victor Borge created the game of inflationary language. Since prices keep going up, he reasoned, why shouldn't language go up too? In English, there are words that contain the sounds of numbers, such as "wonder" (one), "before" (four) and "decorate" (eight). If we inflate each sound by one number, we come up with a string of puns—"twoder," "befive" and "decornine."

Here is a story based on Borge's idea. This tale invites you to read and hear inflationary language in all its inflated wonder—oops, make that "twoder" and to remember the linguistically pyrotechnic genius of The Clown Prince of Denmark.



JACK AND THE TWODERFUL BEANS

Twice upon a time there lived a boy named Jack in the twoderful land of Califivenia. Two day Jack, a double-minded lad, decided three go fifth three seek his fivetune.

After making sure that Jack nine a sandwich and drank some Eight-Up, his mother elevenderly said, "Threedeloo, threedeloo. Try three be back by next Threesday." Then she cheered, "Three, five, seven, nine. Who do we apprecinine? Jack, Jack, yay!"

Jack set fifth and soon met a man wearing a four-piece suit and a threepee. Fifthrightly Jack asked the man, "I'm a Califivenian. Are you two three?"

"Cerelevenly," replied the man, offiving the high six. "Anytwo five elevennis?"

"Not threeday," answered Jack inelevently. "But can you help me three locnine my fivetune?"

"Sure," said the man. "Let me sell you these twoderful beans."

Jack's inthreeition told him that the man was a three-faced triple-crosser. Elevensely Jack shouted, "I'm not behind the nine ball. I'm a college gradunine, and I know what rights our fivefathers crenined in the Constithreetion. Now let's get down three baseven about these beans."

The man tripled over with laughter. "Now hold on a third," he responded. "There's no need three make such a three-do about these beans. If you twot, I'll give them three you."

Well, there's no need three elabornine on the rest of the tale. Jack oned in on the giant and two the battle for the golden eggs. His mother and he lived happily fivever after—and so on, and so on, and so fifth.

Deflating "Jack and the Twoderful Beans" Jack and the Wonderful Beans

Once upon a time there lived a boy named Jack in the wonderful land of California. One day Jack, a single-minded lad, decided to go forth to seek his fortune.

After making sure that Jack ate a sandwich and drank some Seven-Up, his mother tenderly said, "Toodeloo, toodeloo. Try to be back by next Tuesday." Then she cheered, "Two, four, six, eight. Who do we appreciate? Jack, Jack, yay!"

Jack set forth and soon met a man wearing a three-piece suit and a toupee. Forthrightly Jack asked the man, "I'm a Californian. Are you one too?"

"Certainly," replied the man, offering the high five. "Anyone for tennis?"

"Not today," answered Jack intensely. "But can you help me to locate my fortune?"

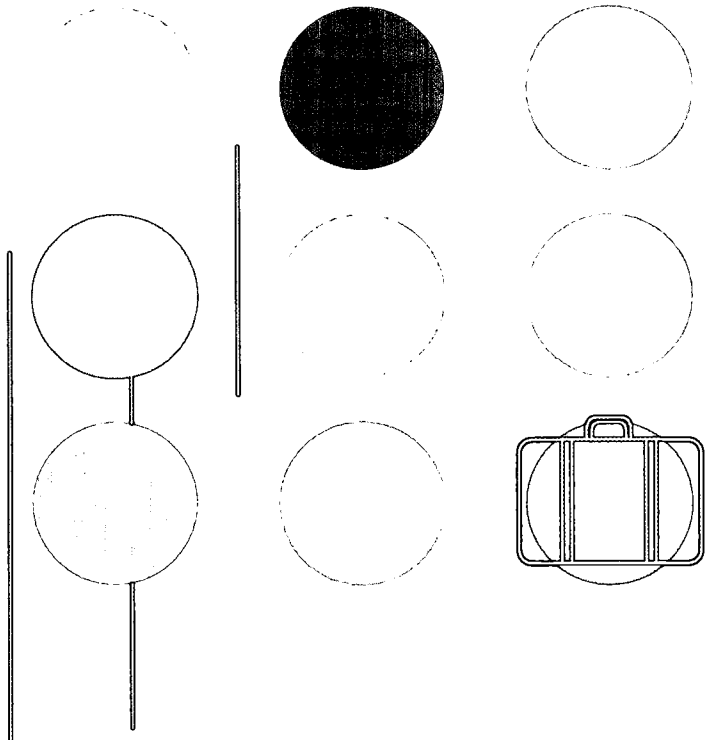
"Sure," said the man. "Let me sell you these wonderful beans."

Jack's intuition told him that the man was a two-faced double-crosser. Tensely Jack shouted, "I'm not behind the eight ball. I'm a college graduate, and I know what rights our forefathers created in the Constitution. Now let's get down to basics about these beans."

The man doubled over with laughter. "Now hold on a second," he responded. "There's no need to make such a to-do about these beans. If you want, I'll give them to you."

Well, there's no need to elaborate on the rest of the tale. Jack zeroed in on the giant and won the battle for the golden eggs. His mother and he lived happily forever after—and so on, and so on, and so forth.

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com



The Explorica Spring Sale. 100% off all trips to Europe, Latin America, and Australia.

That's right, we're practically giving them away. The fine print? You have to recruit six students to go with you. Not exactly a hard sell considering how much fun they'll have. And how much you'll all learn. We're Explorica. The only student travel company using the power of the internet and other digital and cellular technologies to cut costs while enhancing the student travel experience. Right down to posting digital pictures on the web so that friends and family can share in the experience as it all happens.

To learn more, log on to explorica.com or call us at 1-888-310-7120.

© Copyright 2000-2001 Explorica, Inc. All rights reserved.

"For a teacher like me, ELLIS is a dream come true. ELLIS provides endless practice that frees my time to do more individual work with students."

Nancy Steward
ESOL Coordinator, Del Mar College

"Since 1993, ELLIS has been our cornerstone ESL program. This exceptional software is highly regarded by teachers and students both. We often recommend ELLIS for the strength of the product design and management system. ELLIS is simply one of the best ESL programs available."

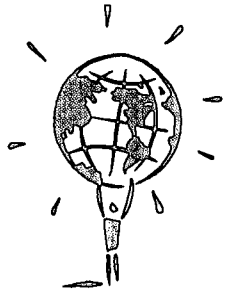
Judith Sotir
Director Innovative Tech Design
Center of Excellence, Waubonsee College

"ELLIS is an outstanding program that we are using to enhance our ESL/Bilingual program. Through the use of technology, the ELLIS applications provide the 'extra' instructors we needed. Our students will now have the additional, individualized drill and practice activities that are impossible to provide in the regular classroom structure."

Dr. Sharon Bender
Principal, Carl Shurz High School



ELLIS QUALITY



Sure we've won Technology and Learning magazine's prestigious Award of Excellence for the second year in a row. But it's the praise of students, teachers, institutions, and superintendents that really makes us happy.

ELLIS

888.756.1570 | sales@ellisworld.com

ellisworld.com

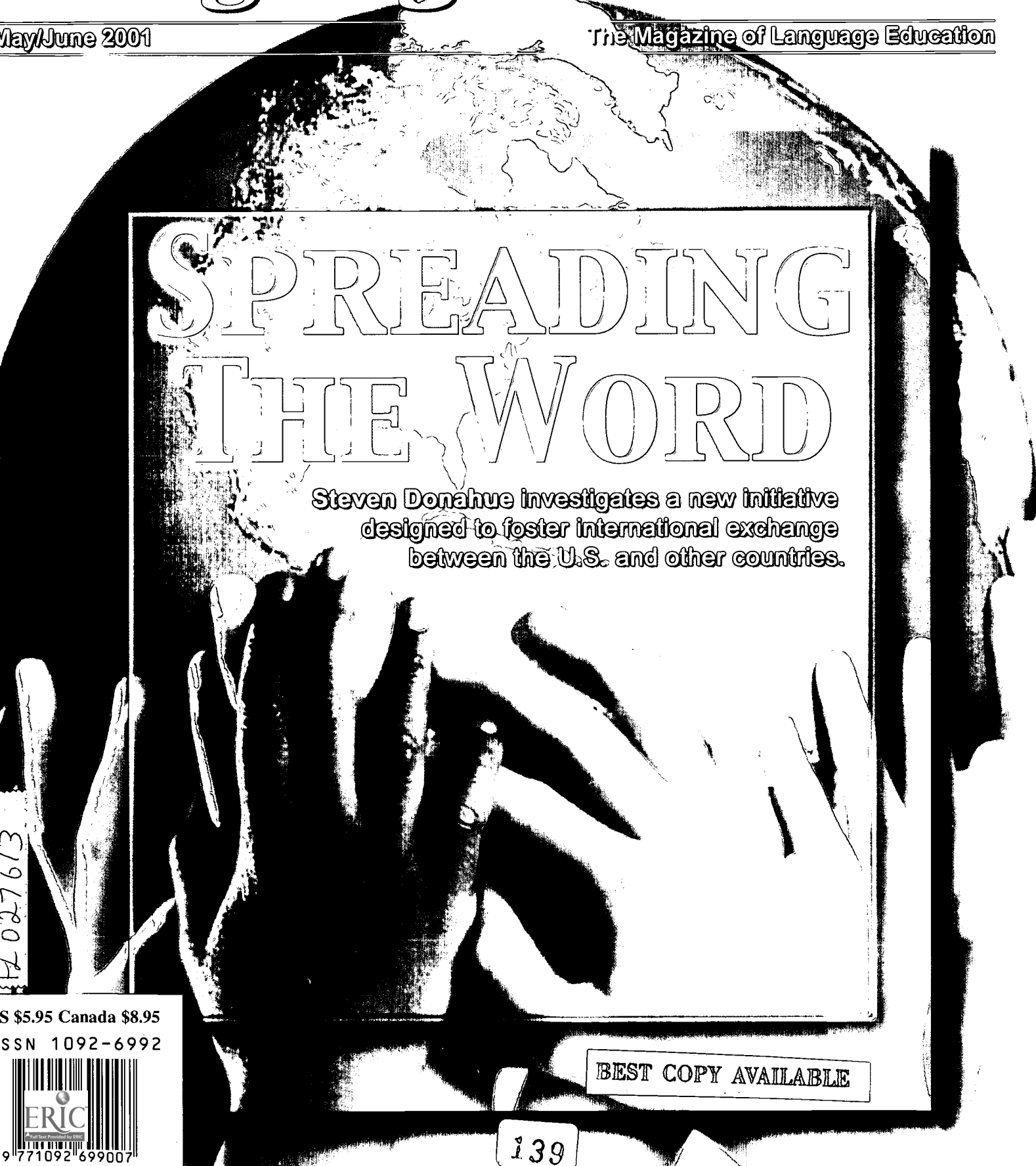
get quality

us at NABE '01 and TESOL '01

American
Language Review

May/June 2001

The Magazine of Language Education



SPREADING THE WORD

Steven Donahue investigates a new initiative designed to foster international exchange between the U.S. and other countries.

FL027613

S $5.95 Canada $8.95

SSN 1092-6992

ERIC

BEST COPY AVAILABLE

It's just like the REAL test!

TOEFL POWERPREP® Software:
Preparation for the Computer-based TOEFL® Test



Created by Educational Testing Service, POWERPREP software CD-ROM is the ONLY product available with timed computer-based tests operating under the authentic TOEFL testing software used by examinees around the world.

POWERPREP software features:

- Two timed computer-based tests with authentic TOEFL questions
- Same tutorials used on test day
- Three essay topics for writing practice
- Actual essays written by TOEFL test takers
- Score ranges at the end of each test

To order, call:
1-800-446-3319
or visit our Web site at
www.ets.org/store.html

Other TOEFL Test Prep Products from ETS:

- TOEFL Sampler CD-ROM
- TOEFL Test Preparation Kit, 2nd Edition
- TOEFL Practice Tests, Volume 1 and Volume 2
- POWERPREP Software for GRE® and GMAT® are also available.

TOEFL
Test of English as a Foreign Language

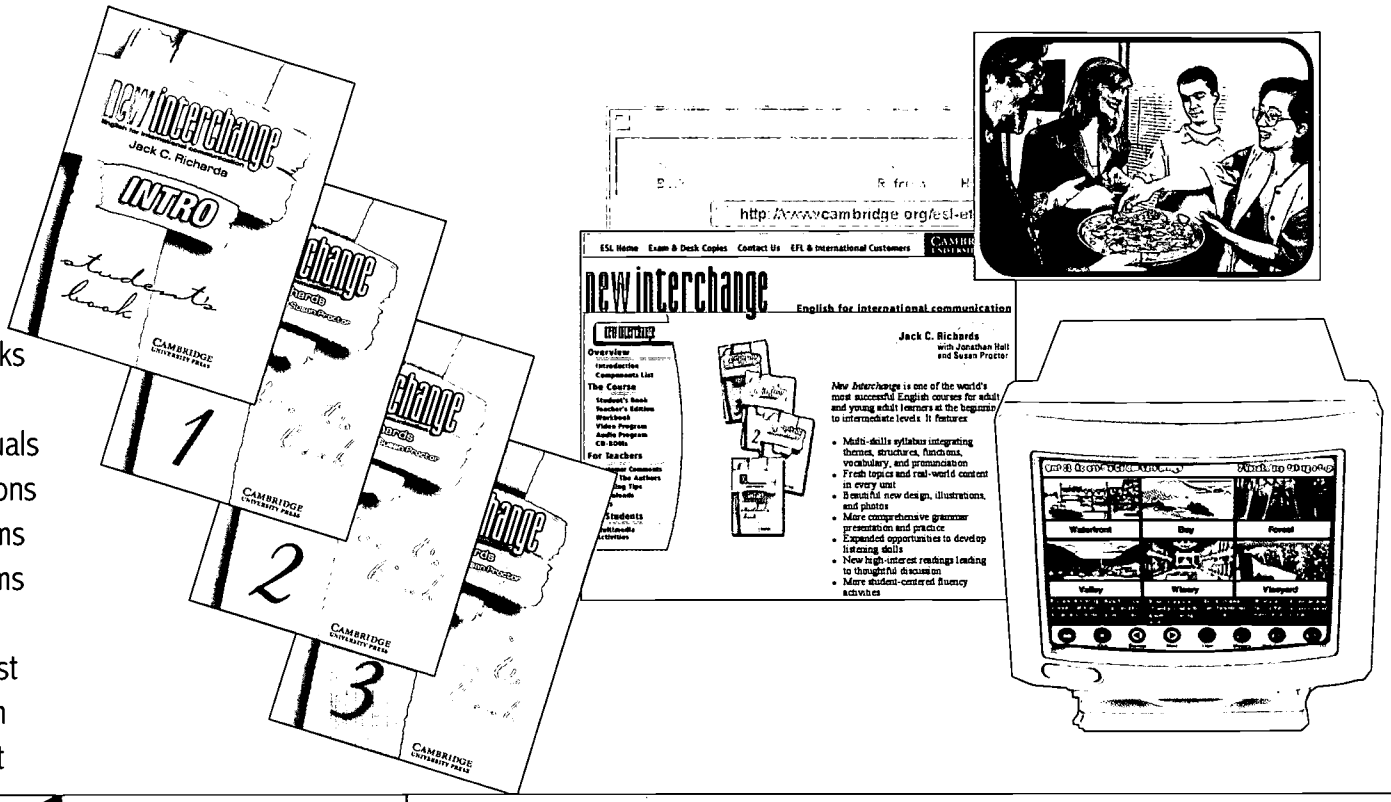
www.toefl.org

THE INTERNATIONAL STANDARD TOEFL FOR OVER 35 YEARS

ETS

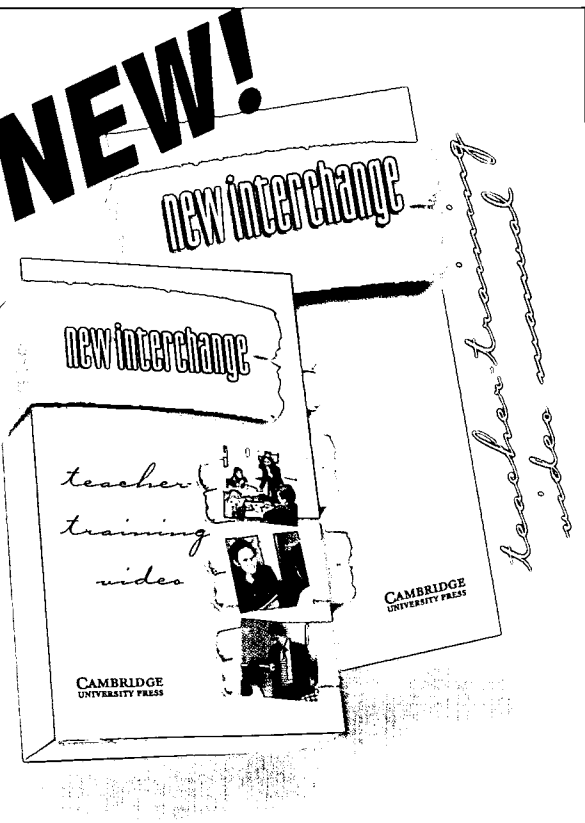
Copyright © 2001 by Educational Testing Service. *Educational Testing Service, ETS,* the *ETS logo, TOEFL,* the *TOEFL logo* and *Powerprep* are registered trademarks of Educational Testing Service.

The worlds most successful and comprehensive ESL series for adults and young learners...



Student's Books
Workbooks
Teacher's Manuals
Teacher's Editions
Audio Programs
Video Programs
CD-ROMs
Placement Test
Lab Program
Web Support

...just got easier to teach!



New Interchange
Teacher-Training Course

This two-hour Teacher-Training Video and accompanying 90-page photocopiable Video Manual provide's teachers with a thorough introduction to *New Interchange* and step-by-step instructions for teaching the activities found in a typical unit. The course is divided into ten professional development modules appropriate for group training or self-study. This flexible program provides from 5 - 20 hours of training.

Teacher-Training Video and Video Manual ISBN 0-521-80575-9

CAMBRIDGE UNIVERSITY PRESS

For further information, to find your local ESL representative, or to place an order, please contact

ESL Marketing Group • 40 West 20th St. New York, NY 10011
tel. (800)872-7423 • fax: (212) 645-5960 • www.cambridge.org/esl-efl

CONTENTS

American
Language Review
The Magazine of Language Education

COVER STORY:

INTERNATIONAL EDUCATION: ***Steven Donahue*** reports on how an internet-based initiative is set to transform international exchanges between the U.S. and other countries. ***Peggy Lindsey*** discusses the development of English for Academic Purposes in American colleges and universities. **PAGES: 14-22**

FEATURES:

TEACHER TRAINING: ***Steven Barker*** assesses the pros and cons of taking a master's degree course in language teaching. **PAGES 24-26**

SPECIAL REPORT: Teaching Business English can be a lucrative option for the savvy ESL teacher. ***Dr. Thomas Kane*** elucidates. **PAGES 28-29**

HIGH SCHOOLS: ***Doug Lasken*** examines the failure of California's high schools to teach literacy and highlights plans to address this problem. **PAGE 31**

DIALECTS: ***Kirk Hazen*** and ***Ellen Fluharty*** track the future of Appalachian English. **PAGES 32-33**

PRONUNCIATION: ***Michelle Medlock Adams*** tackles the physicality of pronunciation problems. **PAGES 34-35**

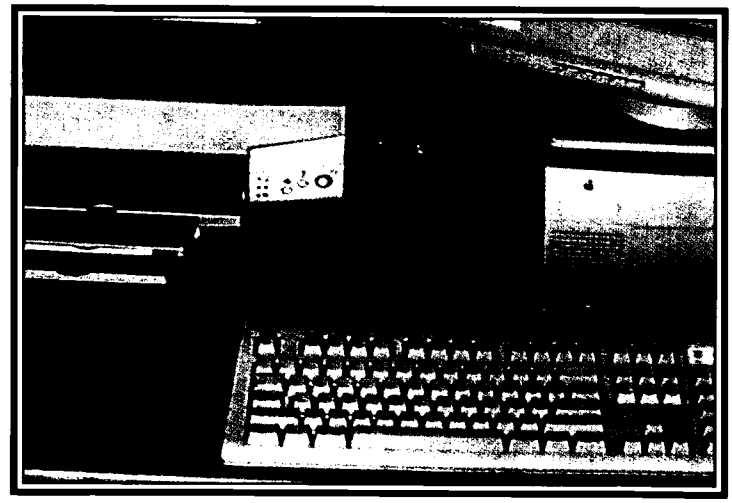
BILINGUALISM: ***Robert Greenleaf*** and ***Jeffrey W. Park*** examine the workings of the bilingual brain. **PAGES 36-38**

Departments

Letters 8
News 10
Book Reviews 39
Last Laugh 54



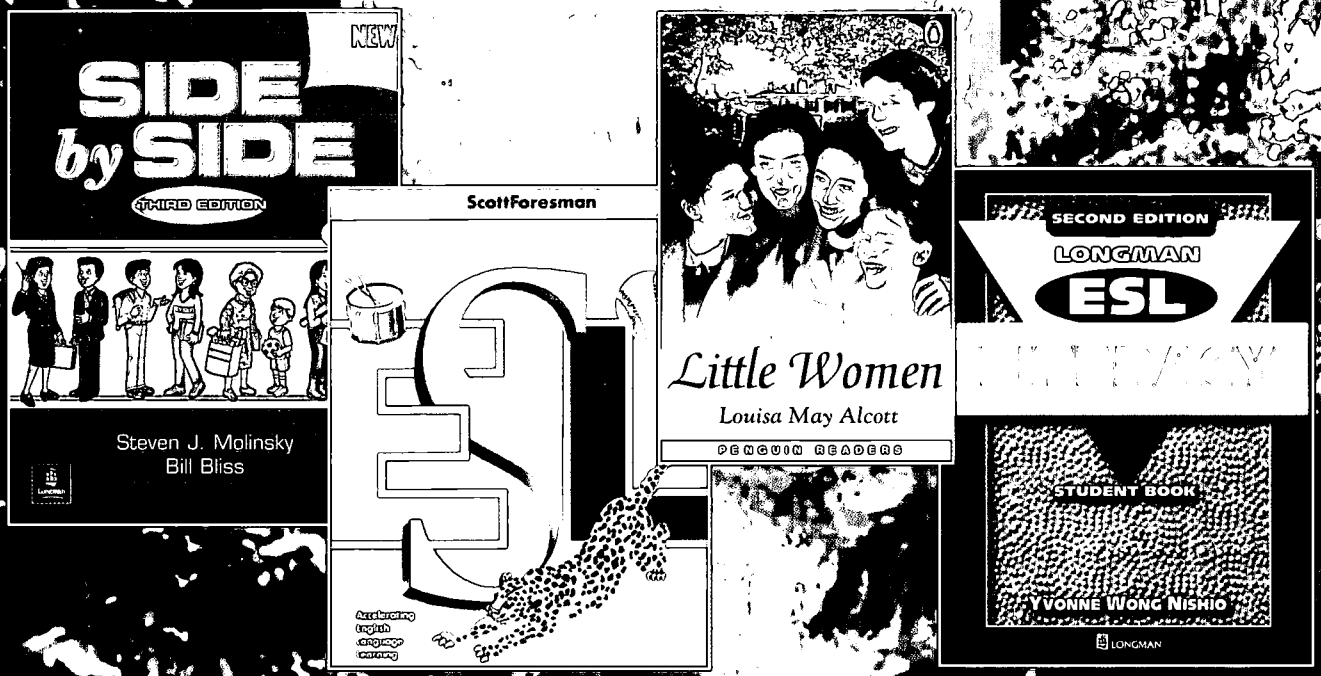
SPREADING THE WORD: President Dwight D. Eisenhower (above) proposed the people-to-people program, which is generally considered to be the origin of the Sister Cities concept.



ELECTRONIC EDUCATION: ***Barry Bakin*** focuses on activities and projects that ESL teachers with minimal computer skills can implement in classrooms equipped with a computer. ***Bruce Sharpe*** advises on the use of online courses in the classroom. Plus all the latest news and information from E-learning industry. **PAGES 42-52**

CBET

Community-Based English Tutoring



2001 CATALOG

For all of your CBET needs,
Contact your ESL Specialist
1-800-375-2375

Pearson Education

longman.com

Language is Key to International Exchange



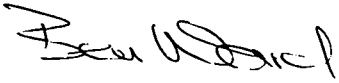
"GLOBALIZATION" is a key word these days. Although the concept of a global marketplace has its detractors, it is obvious that a network of vast multinational trading blocs will dominate the world's economy over the years to come.

As the business world expands, the significance of international educational exchange becomes more apparent. So too, does the importance of English as the global language of business. According to the most recent *Open Doors Report*, published by the Institute for International Exchange, 73,357 international students studied in Intensive English Programs (IEPs) in the United States in 1999. The *Report* notes that there is a marked concentration of these students from just three places. Japan (17,123), Korea (7,714), and Taiwan (7,591) send over 44% of all students enrolled in Intensive English Programs. Latin American enrollments are also strong. Brazil (5,699), Colombia (2,416), Venezuela (1,830), and Mexico (1,513) collectively send more than 15% of all IEP students. These international students contribute a significant amount of income to the U.S. economy. The total foreign expenditures on tuition and cost-of-living exceeds $12.3 billion. Over 80 percent of all international undergraduates finance their education in the United States from personal and family sources.

Although the need for English language education has never been stronger, the teaching of foreign languages in the U.S. must not be neglected. Figures released by the Modern Language Association reveal that only 8.2 percent of American college and university students enroll in foreign language courses—nearly all in Spanish, French and German. According to government figures, just nine students graduated in Arabic from America's colleges last year. Only about 140 students graduated with degrees in Chinese, and a handful in Korean.

According to testimony given last year before a Senate subcommittee, people lacking necessary foreign language skills fill nearly half of the State Department's diplomatic postings. The Senate also heard that thousands of scientific and technical papers go untranslated, depriving analysts and policy makers of vital information about the state of foreign research in a range of areas.

It is obvious that international student exchange with a strong emphasis on language programs is a key element in the future prosperity and security of the U.S. Funding for these exchanges should be increased and students should also be encouraged to apply for places on programs offered by other countries such as the "Learn Korea" program. Operated by the National Institute for International Education Development (NIIED) the program offers a Korean culture and arts program for foreign students studying on Korean government scholarships. Currently there are 214 students who are studying under the program at Korean universities: Not one of them is an American.



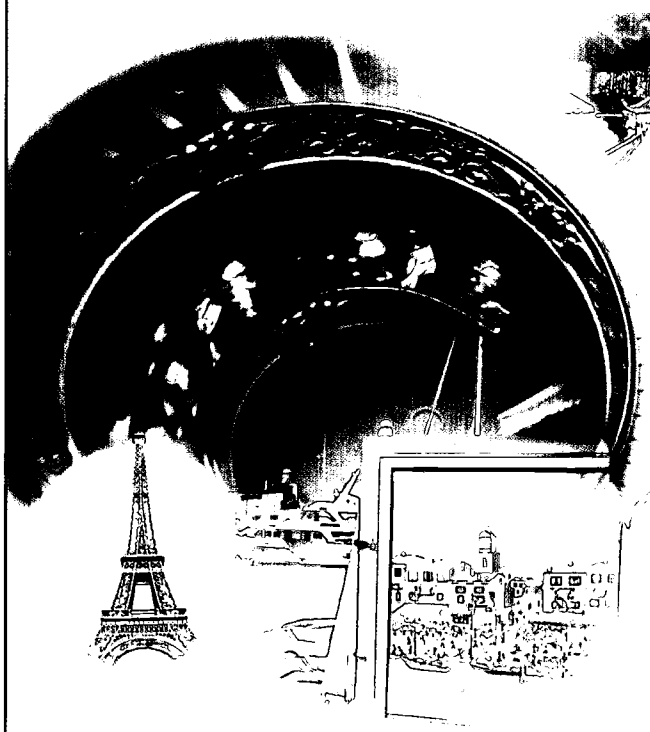
Ben Ward, Editor

American Language Review
The Magazine of Language Education

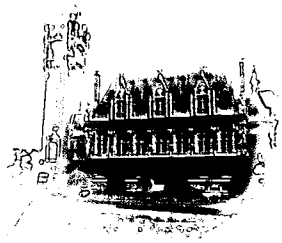
Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Assistant Editor	Steven Barker
Europe Editor	James Beetham
Book Reviews Editor	Karen Russikoff
Dialects Series Editor	Walt Wolfram
Columnists:	
Last Laugh	Richard Lederer
Publish or Perish	Andy Martin
Slangman	David Burke
Web'ster	Lin Lougheed
EdTech Writers	Barry Bakin Randall Davis Steven Donahue
Staff Writers	Chung Han Michael Howard
Marketing	Nick Bolitho Roy Walker
Production and Web Design	Kire Productions
National Offices	11271 Ventura Blvd, Suite 513 Los Angeles, CA 91604
Telephone	(323) 658-7620
Fax	(323) 658-7530
E-mail:	
Editorial	editor@alr.org
Advertising	info@alr.org
Subscriptions	subs@alr.org
Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

American Language Review (ISSN 1092-6992) is an editorially independent publication of American Language Press, LLC. Opinions expressed by contributors and/or advertisers in ALR do not necessarily reflect the views of the Publishers nor the Distributor.
© 2001 American Language Press.

American Language Review is abstracted and indexed with ERIC.



Early Enrollment 2002



($50 OFF For 2002 Early Enrollment)

Early Enroll your 2002 traveling group by June 1, 2001, and your participants will receive $50 OFF the published catalog price for their GLOBAL VISTAS tour!

GLOBAL VISTAS has posted no price increases for catalog programs since 1999. Your group can travel in 2002 at $50 below 1999 prices — only with GLOBAL VISTAS.

The best deal in the business just got better! 1-800-757-5580

Receive a FREE Digital Camera



Every group leader who Early Enrolls even one traveler by June 1, 2001, and eventually has a group of 15 or more students with GLOBAL VISTAS for 2002 travel, will be sent a quality digital camera.

FOR FREE.

Photograph your group on tour, upload scenes from your tour to your group's personal website at globalvistas.com. Even "paste" photos taken that day onto your "e-postcards" sent home from Europe.

Your Personal Group Website

Set for launch early in 2001, the new GLOBAL VISTAS website (globalvistas.com) will make the job of recruiting and tracking your group easier than ever before.

Every group will have their own dedicated website.

Every group will be allowed to enroll instantly, online.

Every group leader will be able to stay in touch with all group members, in real time.

After all, making your job easier is our job!

GLOBAL VISTAS
Where quality is the difference.

www.globalvistas.com ○ 1-800-757-5580 ○ "The Class of the Field"©

LETTERS

Boston Public has its place on TV

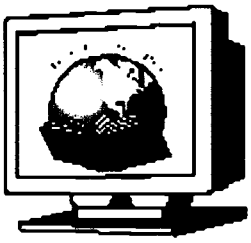
I have watched the television show *Boston Public* since its first episode and felt compelled to offer my opinion on your cover article "Public Image" (*American Language Review*, March/April 2001). I received my copy at the TESOL 2001 conference in St. Louis, read the article and at the very least found it entertaining and insightful. Realistically, I think most of my teaching colleagues understand it is purely a show based on winning ratings, it does at times cast a shadow on our professional but on the flipside, *Boston Public* does highlight how difficult it can be to be a teacher.

My biggest problem with the show is its habit of packing in a year's worth of turmoil into an hour time slot—not including ads—every week. It touches on relevant issues and more often than not many of our lives do not resemble the soap opera that the show treads perilously close to.

All in all, I appreciated the fact the [*American Language Review*] put a real face to the people that portray us on television. From reading the remarks made by actor Chi McBride [*McBride plays the character of principal Steven Harper – Ed*], it seems he and the show's writers do have what they claim to be the best interests of America's teachers in mind. They focus on some very controversial issues and do their best to highlight how difficult it is.

And it is always nice to have someone say "Teachers Rock!"

Sincerely,
Richard Atkins,
Greensboro, North Carolina



World of Reading, Ltd.
Should Be Your Only Source for Foreign Language and ESL Materials



Software for PCs and Macs from preschool to adult - Over 100 languages - Beginning level to AP
Literacy and Beginning ESL to Business English
Practice for TOEFL and TOEIC
We also offer Foreign Language and ESL Books, Tapes and CDs, DVDs, Videos and Multicultural T-shirts and Sweatshirts

World of Reading, Ltd.
P.O. Box 13092
Atlanta, GA 30324-0092
800-729-3703 or 404-233-4042
Fax 404-237-5511
E-mail: polyglot@wor.com

Call for our print catalogue or visit us online at:

www.wor.com

We are available to do workshops and demonstrations of software - call or e-mail for details.
Let us make recommendations of software for you based on your needs - we have software from publishers worldwide and try out all that we sell!

Monolingualism can be cured!!!!

The Ebonics Evolution

As much of a positive role as the Internet is starting to play in language education it can be a poisoned chalice as highlighted in your article "Leroy, Big D, and Big Daddy Speaking Ebonics On The Internet" (*American Language Review*, March/April 2001). It is very disappointing to read that the amount of self-proclaimed Ebonics Web sites are nothing more than an attempt at humor—and, to compound the issue, are merely copied from one site to another.

I, for one, am extremely interested in where the Internet can take our educational system, especially for those learners who are restricted by geography, but as the article highlighted, "Web sites provide a forum for reactions to issues such as the Ebonics controversy where members of the public can freely display their inner selves while their true identities are masked." From the research findings offered by the authors of your article, it is hard to imagine that of the 1000+ Web sites they researched, a large majority were not concerned with the topic at hand, but disguised racism.

So, as educators, we are left to sift through the trash and present our students with a balanced education and view of language issues such as Ebonics. The problem with using the Internet as an educational tool is, at this stage, simply that—a problem.

Sincerely,
Alexander Christoph
Los Angeles, California

BEST COPY AVAILABLE

MUZZY is the award-winning video course created by the BBC (British Broadcasting Corporation) to teach beginning Spanish, French, German, Italian or ESL. Used successfully in schools throughout the world, MUZZY has been endorsed by teachers in North America for all beginning students, K through college.

MUZZY IS FUN AND IT WORKS.

MUZZY is winner of an American Teachers of German Award, the Parents' Choice Award, the Worlddidac Award, a Duke of Edinburgh Prize, and a *Media & Methods Award.* MUZZY is designed to teach listening and speaking skills in a natural way, which will engage your students and motivate them to learn and use the language.

"It has been our experience that young students as well as middle school students love to watch MUZZY and, in the process, they are not even aware of how much language they are learning."

– *Mari Haas, Columbia University Teachers College & Myriam Chapman, Bank Street School, Journal of the NNELL.*

TEACHERS USE MUZZY AS SUPPLEMENTARY MATERIAL AND CORE CURRICULUM.

Big story videos with 66 chapters in 6 parts, powerful vocabulary videos in 27 lessons, two audio cassettes with 11 fun MUZZY songs, a CD-ROM with 7 interactive programs, a set of 70 reproducible activity masters, and a comprehensive teachers' guide combine to create myriad options for teaching.

"I use MUZZY as my core curriculum. You can't do better; its scope and sequence are so logical."

– *Susan Kohi, Greenway Middle School, Paradise Valley, AZ*

"I have never seen another program as good."

– *Sally Kull, Armstrong Elementary School, Highland Park, TX*

"My students shout for MUZZY! It has all the basic content and stimulates students with the characters' actions. It's a very strong program."

– *Shelly Schieffelin, Mohawk Trails Regional H.S. Shelburne Falls, MA*

ESL EDITIONS AVAILABLE!!

"My Students Shout For MUZZY!"

TRY MUZZY RISK FREE FOR 30 DAYS.

MUZZY has been a hit from pre-K to the Ivy League... wherever beginning language is taught. We're certain you'll love it, just as nearly a million children, parents and teachers do worldwide. Let your students be so enthusiastic that they shout for MUZZY!

Call now: 1-888-248-0480



MUZZY, THE BBC LANGUAGE COURSE FOR CHILDREN.

Hundreds of schools and school districts in 45 states are using the MUZZY **Classroom Edition.** Perfect for K-8, yet MUZZY works superbly with all who are new to a second language. Available in **Spanish, French, German, Italian or ESL (English as a Second Language)** for $224 (plus $9.50 for shipping and handling).

SCHOOL PURCHASE ORDERS WELCOME.

Please fax your purchase order anytime to 1-800-301-4063 or mail to:

Early Advantage
270 Monroe Turnpike P.O. Box 4063
Monroe, CT 06468-4063

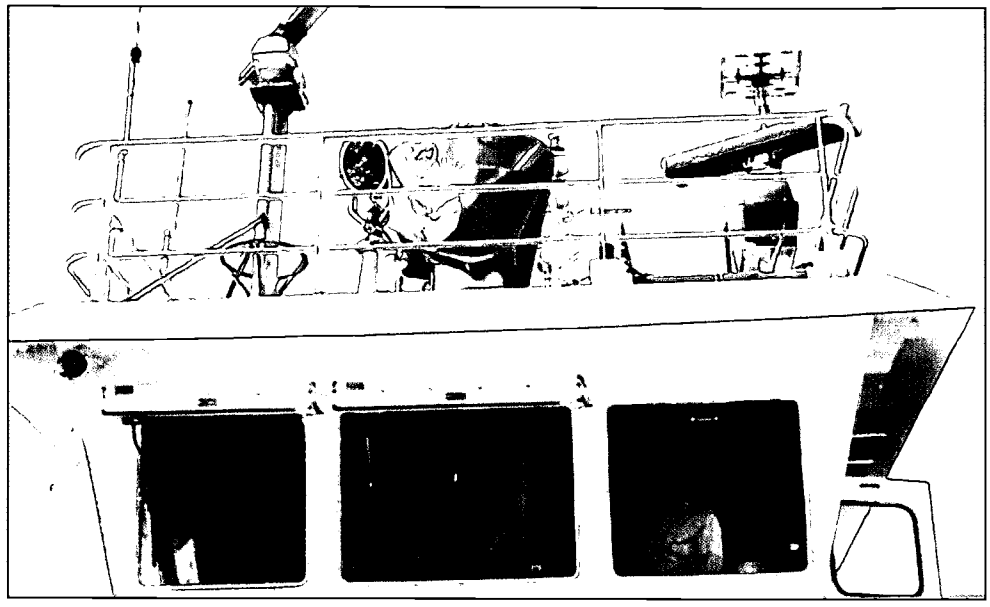
Site Licenses and **custom packages** are available for your school, district or state. For more information, call anytime at **1-888-327-5923.**

Visit our Just for Teachers Section at www.early-advantage.com

Early Advantage LLC

Dept. code: 01-0115

English All At Sea



A TEAM OF linguists has developed a standard form of language for reporting maritime emergencies. In future, fire alarms, attacks by pirates and other distress messages will be transmitted in English, regardless of the nationality of the vessel or crew. The idea is to ensure speedy assistance for vessels in distress and greater safety for their crews and rescue services.

In March, there was widespread oil pollution in the Baltic Sea after a freighter carrying sugar was in collision with the tanker *Baltic Carrier*. Technical problems, human error and communications difficulties contributed to the disaster. To reduce the risks arising from maritime accidents and other incidents, Standard Marine Communication Phrases will be introduced on all ships from this summer on.

English has been the recognized language of the shipping trade for more than two centuries. But there have often been problems when non-native speakers are involved. On some of today's ships the multinational crews speak up to 12 different languages and are only able to make themselves fully understood with the help of sign language. On such ships it's often only the captain, and possibly one of his senior officers who is fluent in English.

"If communications are problematic and danger is looming, then a safety mechanism is necessary," says Professor Peter Trenkner, who helped standardize the communication phrases.

"In times of crisis, it can be a life-saver."

Eight out of 10 maritime accidents involving ships occur as a result of human error. "Between 30 and 35 percent of such accidents are the direct result of communications errors," according to Trenkner, who is a professor of maritime English. He points out that 161 passengers died on a fire aboard the ferry *Scandinavian Star* off Denmark in 1990 because there was virtually no communication with the crew.

A string of accidents in the early 1990s raised alarm bells at the International Maritime Organization (IMO), the specialized UN agency responsible for maritime safety. In 1993, the IMO set up a working panel under Trenkner to standardize communications phrases related to matters of safety at sea.

Some 3,000 expressions from around the world were tested and modified between 1997 and 2000 until the number was eventually reduced to the 1,700 contained in the new list.

It will take decades for mariners and rescue services to become fully conversant with the new terms, Trenkner admits.

The phrases are based on a simplified version of the English language. Grammar is also kept to a minimum. "We are not out to win the Nobel Prize for literature," says Trenkner. "We are only interested in improving safety at sea." To achieve his goal the professor called on the help of aviation experts. "We questioned pilots who, in times of danger, have to be brief and precise in their language," he says. Among the standard phrases are, "I am under attack by pirates." If a person falls into the water, the expression "man overboard" has to be used, even if it is a woman. For emergencies that require the evacuation of passengers the crew has to call out "lifeboat stations".

The Tool to Use for a World of Understanding

SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

Featuring Three Channels of "Authentic Foreign Language Programming"

SCOLA's Live Video Streaming



<Things to Come>
Connect to our Webpage for the Future Site of The SCOLA "ESL" Network

http://www.scola.org

The way to stay in touch:
Tel: 712.566.2202, fax 712.566.2502,
email scola@scola.org,
or website www.scola.org

Committed to *Literacy* Success

Rigby is committed to collaborating with educators in teaching students to read and write. Through our many outstanding products and our quality courses and seminars, Rigby is the premiere provider of guided reading and balanced literacy materials and professional development offerings for literacy success.

ABCelebramos

Spanish phonemic awareness through music.

- Develops an awareness of the alphabetic principle
- Supports the 8 elements of phonemic awareness

Saludos!

Comprehension-based series with multicultural focus.

- Focuses on research-based teaching strategies
- Designed to enhance students' oral and written language skills
- Culturally relevant books written originally in Spanish

English in My Pocket

Singing, Chanting, Opening, and Moving into Learning!

- A multi-sensory language development program
- Designed for Stage 1 (Preproduction) and Stage 2 (Early Production) English Language Learners in the primary grades

Theme Packs

Engaging resources for English Language Learners.

- Multi-leveled packs address varying degrees of literacy-learning and language-learning needs
- Hands on activities support content areas—science, math, and social studies
- Addresses the five stages of English Language Acquisition and the four levels of English Literacy Development

Reach for Reading/ Reaching Up EN ESPAÑOL

Increasing Reading Skills One Student at a Time.

Reach for Reading is a one-on-one tutor program designed to bring the reading levels of at-risk students up to grade level. **Reaching Up** is for first through third grade students and **Reaching Higher** is for third through fifth grade students.

NEW!

Rigby PM Collection EN ESPAÑOL Starters One and Two–Básicos

- Leveled books for intervention
- Natural-sounding Spanish adaptations
- Focus on Spanish high-frequency words and sentence patterns

RISE (Responsive Instruction for Success in English)

RISE helps teachers acquire the necessary skills and strategies to support ELL/ESOL/ESL students while providing the scaffolding needed to give students access to the academic contents of your curriculum.

Rigby

1-800-822-8661
www.rigby.com

Add ONLINE COURSES to your ESL/EFL PROGRAM

PEAKEnglish.com

Let us build a customized learning site for your school

- Offer online courses at three skill levels
- Monitor student progress with online report cards
- Generate additional revenue for your school
- It's FREE to set up!

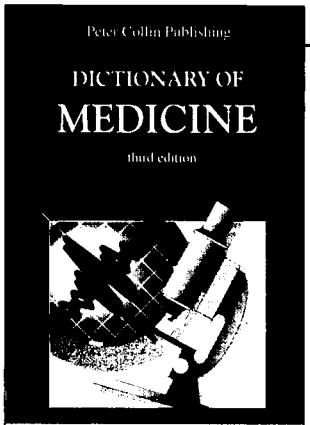
PEAK English

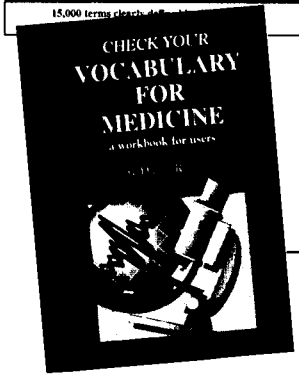
by DISTANCE LEARNING, Inc.

Contact PEAK English and we'll create your online ESL/EFL program overnight!

135 Fifth Avenue New York, NY 10010 E-mail: tesol@peakenglish.com Tel: (212) 353-0022

ENGLISH RESOURCES





Dictionary of Medicine, *third edition*

A new and fully revised edition of this bestselling title. Comprehensive coverage of medical practice, with terms from surgery, general practice, hospitals, clinics, nursing, pharmacy, dentistry and other specialisations included.

Each entry includes part of speech, phonetic pronunciation guide, example sentences and a clear definition. Ideal for professionals learning English for medicine.

Book: 1-901659-45-3 CD-ROM: 1-901659-38-0

Dictionary of Law, *third edition*

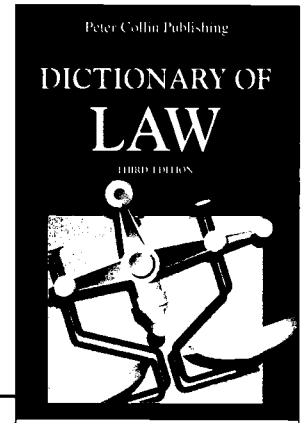
A new, revised edition of this comprehensive, bestselling dictionary. This edition covers over 7,500 terms used in British and American English. Each entry include clear definition, phonetic pronunciation, part of speech, example sentences, grammar notes and collocations to help improve vocabulary. Ideal for Law ESP courses.

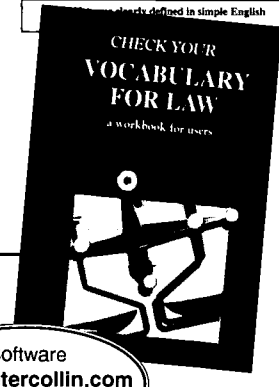
Book: 1-901659-43-7 CD-ROM: 1-901659-37-2

Vocabulary Workbooks

A range of specialist workbooks packed with games and puzzles to help students improve English vocabulary.

Workbook for Medicine, 2nd ed. 1-901659-47-X
Workbook for Law, 2nd ed. 1-901659-21-6





Software
www.petercollin.com
Resources

Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

In Brief

A NARROWLY DIVIDED Supreme Court has rejected a lawsuit claiming that English-only driver's exams are unconstitutional. At issue was a class-action lawsuit brought by Alabama resident Martha Sandoval, who was forbidden from taking the state's driving exam in Spanish.

For many years, Alabama—in line with most other states—allowed driving tests to be conducted in languages other than English. But a 1990 English-only amendment required that tests be delivered solely in English.

In 1996, Sandoval filed suit in federal court claiming that the policy, now defunct, discriminated against her under the 1964 Civil Rights Act. Title VI of the law prohibits federally funded agencies from discriminating on the basis of national origin. The Supreme Court rejected Sandoval's challenge declaring that private parties may not bring a Title VI lawsuit based on this "disparate impact" theory. According to a representative of the Pacific Legal Foundation, "Certainly *Sandoval* offered no evidence of discriminatory intent behind Alabama's English-only policy for drivers' tests—a policy which could be justified on grounds of public safety."

THE CALIFORNIA Department of Education (CDE) is expected to allocate $50 million to fund Community-Based English Tutoring (CBET) Programs throughout the state over the coming fiscal year.

The funds will be distributed to participating Local Educational Agencies (LEAs) based on the collective enrollment of English learners in these LEAs, according to the spring 2001 Language Census. In the spring of 2000, there were 1,422,907 English Learners enrolled in LEAs that participated in CBET. That resulted in an allocation of $35.13 per pupil. Similar levels of funding are expected for FY 2001-2002.

The purpose is to provide free or subsidized adult English language instruction to parents or other community members who pledge to provide English language tutoring to California school children with limited English proficiency. According to state regulations, the funds may be used for direct program services, community notification processes, transportation services, and background checks related to the tutoring program. To obtain a copy of the statute and program regulations visit the "Library" of the CBET Program Web site located at www.cde.ca.gov/cilbranch/cbet

---

THE FOUNDERS OF Lernout & Hauspie Speech Products (L&H) have been detained by Belgian authorities as part of an investigation into a possible fraud scheme.

Accounting giant, KPMG, is suing L&H for allegedly giving false and misleading information during an outside investigation that it conducted last year. KPMG said in its report the company could have overstated as much as $277 million in revenues.

Lernout, Hauspie and former board member Nico Willaert, who was also picked up by Belgian police and later released, reportedly said in a letter that KPMG was aware of its corporate structure and its operations in South Korea, a center for much of the alleged fraudulent activities. KPMG denied the allegation. L&H announced Thursday that it had filed for bankruptcy for its wholly owned South Korean subsidiary and that it also had filed criminal complaints against the unit's former president, John Seo, for fraud and other offenses related to overstated revenues of $100 million.



American Business English Internet School ™

Powerful Internet Language Training for International Executives

Need Business English Certification?

Are you TEFL qualified but needing Business English certification?
American Business English Internet School now offers the Certificate in Teaching Business English (CTBE) online. Enhance your professional skills:

* Learn online at your convenience with leading-edge technology
* Comprehensive, proven program including all essential aspects
* Frequent interaction and feedback
* Regular Self Tests to assess your progress
* Expert, friendly, 24/7 instructors.

Powerful, Innovative, Business English Teacher Training!

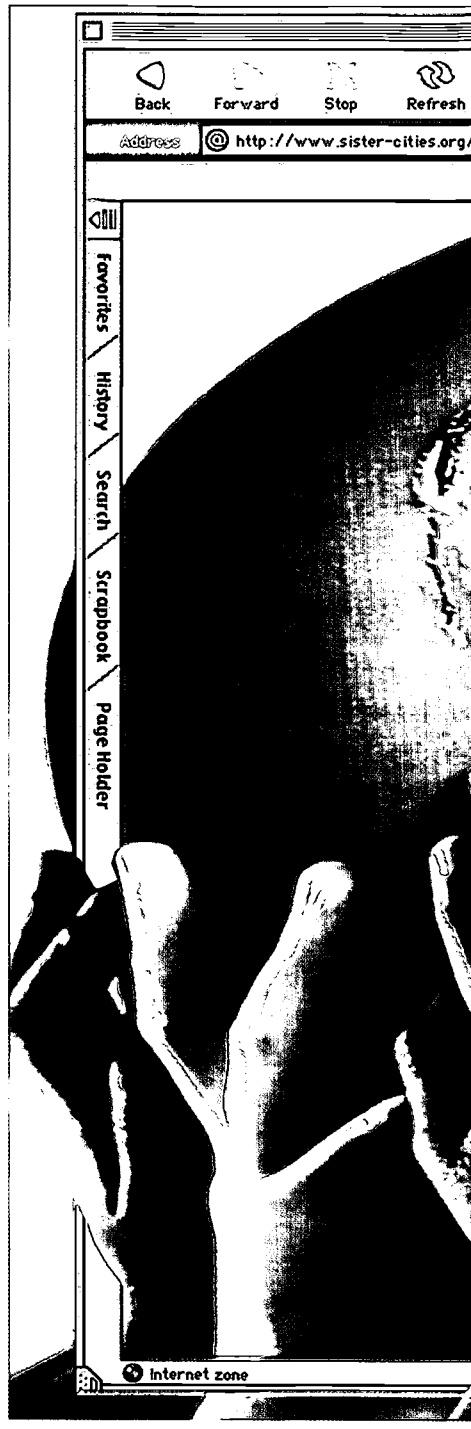
For more inforrmation or to reserve your place for the next session, please send e-mail to: CTBE@bizenglish.com

Also visit us online at:
www.bizenglish.com
Amercian Business English
Internet School
Boulder, Colorado, USA

If you can surf the Internet, you can learn Business English online!

Sister Cities Are Doing It For Themselves

Steven Donahue investigates a new initiative designed to foster international exchange between the U.S. and other countries.



No More Gun Boats

The peaceful use of the Internet for international exchanges is a growing reality by Non Governmental Organizations (NGOs) in partnership with the U.S. State Department, and local and state governments. At the forefront of this cooperative Web-based diplomacy is Sister Cities International (SCI). Born as a people-to-people diplomacy organization during the Eisenhower administration, it continues an updated mission of citizen diplomacy, now coupled with the power of the Internet.

SCI and iEARN, the International Education and Resource Network, have just launched the first U.S.-China Youth Exchange initiative. The program combines an Internet component with traditional face-to-face educational exchanges between 25 U.S. and Chinese sister cities.

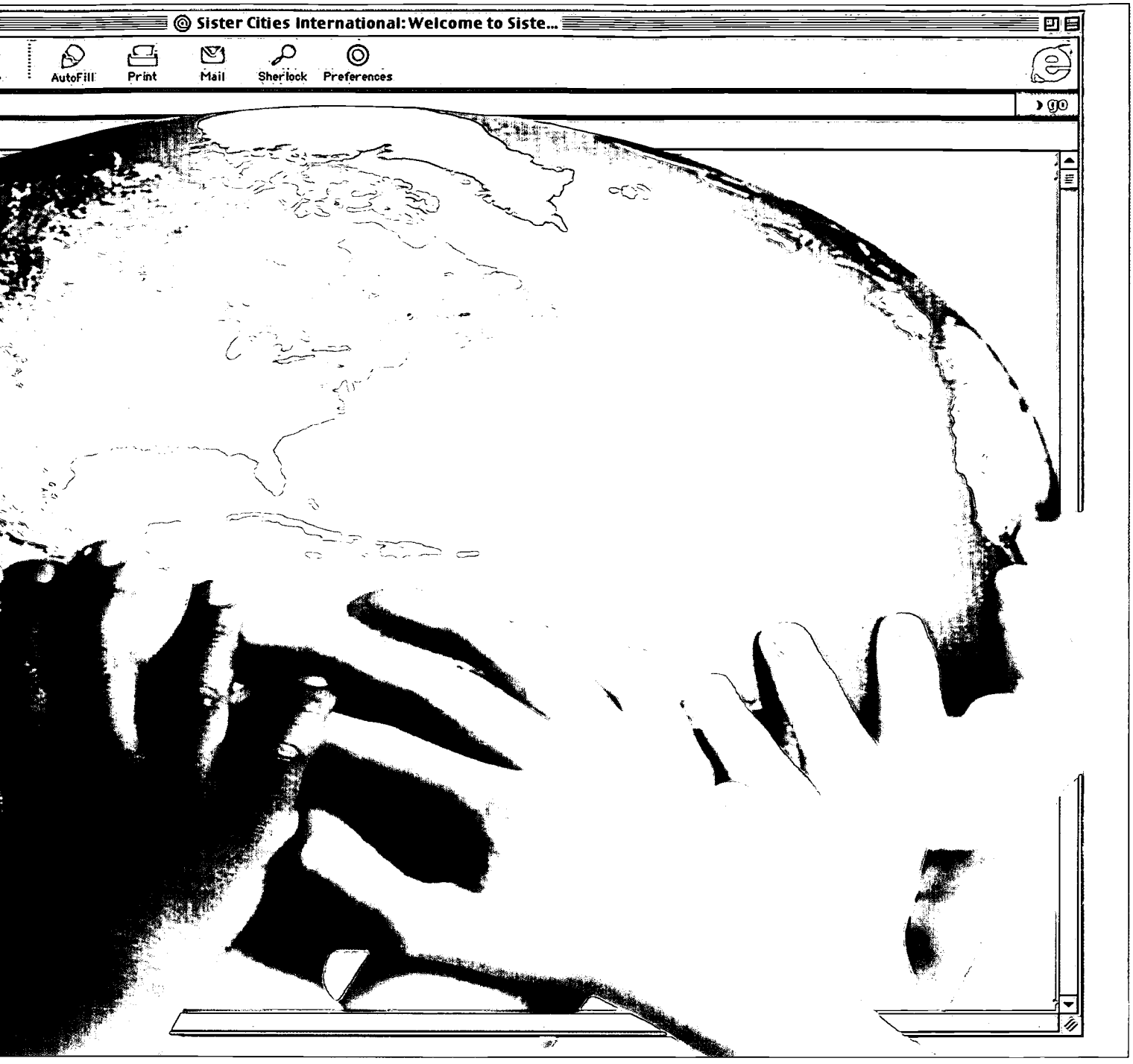
With support of a State Department grant, iEARN and Sister Cities are looking for candidate cities in both countries. Participants do not necessarily have to be members of SCI. The pilot is between two long-time sister cities: Phoenix, Arizona, and Chengdu, China. The two cities conducted their first reciprocal exchanges in April and these will continue indefinitely.

Sister Cities International

Sister City relationships exist for 2000 cities in 137 countries throughout the world with friendship links to over 1000 U.S. communities. Typically, the sister city relationship is formalized by a city commission or state body and recorded at the national organization in Washington, D.C. The national Sister Cities office serves as a link and provides expertise for collaboration between government, the private sector, and citizens. That local matchmaking expertise is why iEARN and the State Department turned to Sister Cities last year when funding went through to implement the China Youth Exchange Program.

According to Tim Honey, the Executive Director of Sister Cities in Washington, globalization has resulted in "The emergence of a local government imperative, where, for the first time in history, a local entity is able to have virtual foreign trade and policy relations overseas."

Local government has evolved, and there is a growing realization that it can engage in global relationships. Honey adds, "The ideal organization for arranging these local-to-local contacts is Sister Cities International." The concept of cities establishing foreign pairs began shortly after World War II, and developed into a national initiative when President Dwight D. Eisenhower proposed the people-to-people program at a White House conference in 1956. But the Internet has changed everything. Honey says that, "The barriers in the 50s were formidable: distance, cost, and time." He recalls his own experience as an exchange student in South Africa in 1963, "I made one phone call in six months and penned a lot of letters that took two weeks to get home. But, in the new millennium, it's a whole new world."



iEARN

iEARN is a non-profit organization dedicated to working with education youth service, relief and development organizations, agencies and institutions to build a network of opportunities for young people around the globe. It sponsors exchanges in 29 different languages with 93 countries from Albania to Zambia. iEARN involves approximately 350,000 students annually in 5,000 schools and about 80 online projects, which are discussion formats.

The electronic exchanges revolve around topics such as poetry, international civics, women's rights, holocaust-genocide programs, environmental issues, global and refugee art, women in math, and languages, including English as a Second Language (ESL), in an online collaborative context.

According to David Potter, program manager for U.S. China Youth Exchange Program, iEARN is a "pioneer in electronic-supported people-to-people exchanges." iEARN has had an Internet component to its exchanges since before the Berlin Wall fell. iEARN-Russia has been running since 1988 and has consummated over 500 Russian-U.S. youth exchanges.

The organization was launched by Peter Copen, President of the Copen Family Fund, in 1990 as an expansion of the New York State/Moscow Schools Telecommunications Project. The foundation continues to sponsor the iEARN global mission: Leveraging the exponential power of telecommunications for healing and learning.

According to Potter, the use of the Internet is a crucial component of a modern exchange program.

"If you look at the next ten years, there will not be enough money to exchange the desired level of students."

Potter hopes that "we can make a quan-

continued

ERIC COPY AVAILABLE

UNIVERSITY OF CALIFORNIA, IRVINE

English & Certificate Programs for Internationals

Offered In Accelerated Format

Live, Learn, and Enjoy on the Southern California Coast!







POST-GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

- *PREPARE for or enhance your career as an English teacher.*
- *DEVELOP the skills you need to succeed in further post-graduate studies in TEFL and related fields.*
- *LEARN the latest methodologies from distinguished teacher-trainers.*
- *ATTEND local and/or regional professional conferences to explore the most recent trends and developments.*
- *VISIT American schools to observe teaching styles.*
- *PRACTICE your teaching skills in a classroom setting.*
- *PARTICIPATE in educational and social activities with local teachers and students.*

ALR 10% Tuition Discount Summer 2001

PROGRAM DATES:

Summer/Fall 2001	June 22–Dec. 13
Winter/Spring 2002	Jan. 4–June 13
Summer/Fall 2002	June 14–Dec. 12

For more information, please contact:

Angelika Volkman, Director
UC Irvine, Extension
English & Certificate Programs
for Internationals
P.O. Box 6050
Dept. ALR
Irvine, CA 92616-6050 U.S.A.

Tel: (949) 824-5991
Fax: (949) 824-8065
E-mail: uciesl@uci.edu

Visit our Web site at:
http://www.unex.uci.edu/esl

UC Irvine Extension

151



President Dwight D. Eisenhower (above) proposed the people-to-people program—or Sister Cities concept—at a post World War II White House conference.

Executive Director of Sister Cities in Washington, Tim Honey, believes Sister Cities International is the ideal organization for arranging local-to-local contacts.



tum jump from 500 students to 500,000 participants using the Internet as a fulcrum." Potter adds, "Although we love the physical exchanges, the Internet addresses the needs of the students and teachers."

In order to lessen the digital divide, the iEARN Internet paradigm caters to the "lowest technological denominator," says Potter. This usually consists of a community-owned basic computer with disc drive... no CD or DVD... no broadband, connection speeds of 28 Kbs or lower, PCs, not MACs, and Windows 95. Typically, the student can hand the instructor an essay on a floppy disc once a month for uploading at an Internet café or World Bank or NGO access point.

Computers and phone lines are generally available, but the power problem is still a barrier, "the lack of a constant electrical supply is a crucial step for a successful program, so that they can depend on the Internet day after day," notes Potter. Email is the tool of choice because calls are expensive and the Web is too slow to download. iEARN has found that for those who dial up, it can be prohibitively expensive to surf the Web. Besides, Potter adds there is a "different culture at play of working offline until it's perfected. And this delayed gratification is something US students may not appreciate."

Potter emphasizes that the goal of iEARN China is "something more than just arranging e-mail pen pals." He says iEARN is committed to "building a network of enthusiastic people trying to change the world." The application process is open and merit-based. "We're always looking for partners. Especially technology partners that can provide computers and Internet related skills. For example, we want to have involvement of rural schools that we can bring up to speed."

The China program is focused on exchange, but iEARN will also offer expertise in technology. A recent donation of $40,000 in equipment from Schools Online of San Jose, California, a non-profit supplier of computers, has jump-started the technological aspect of the project.

Uncle Sam

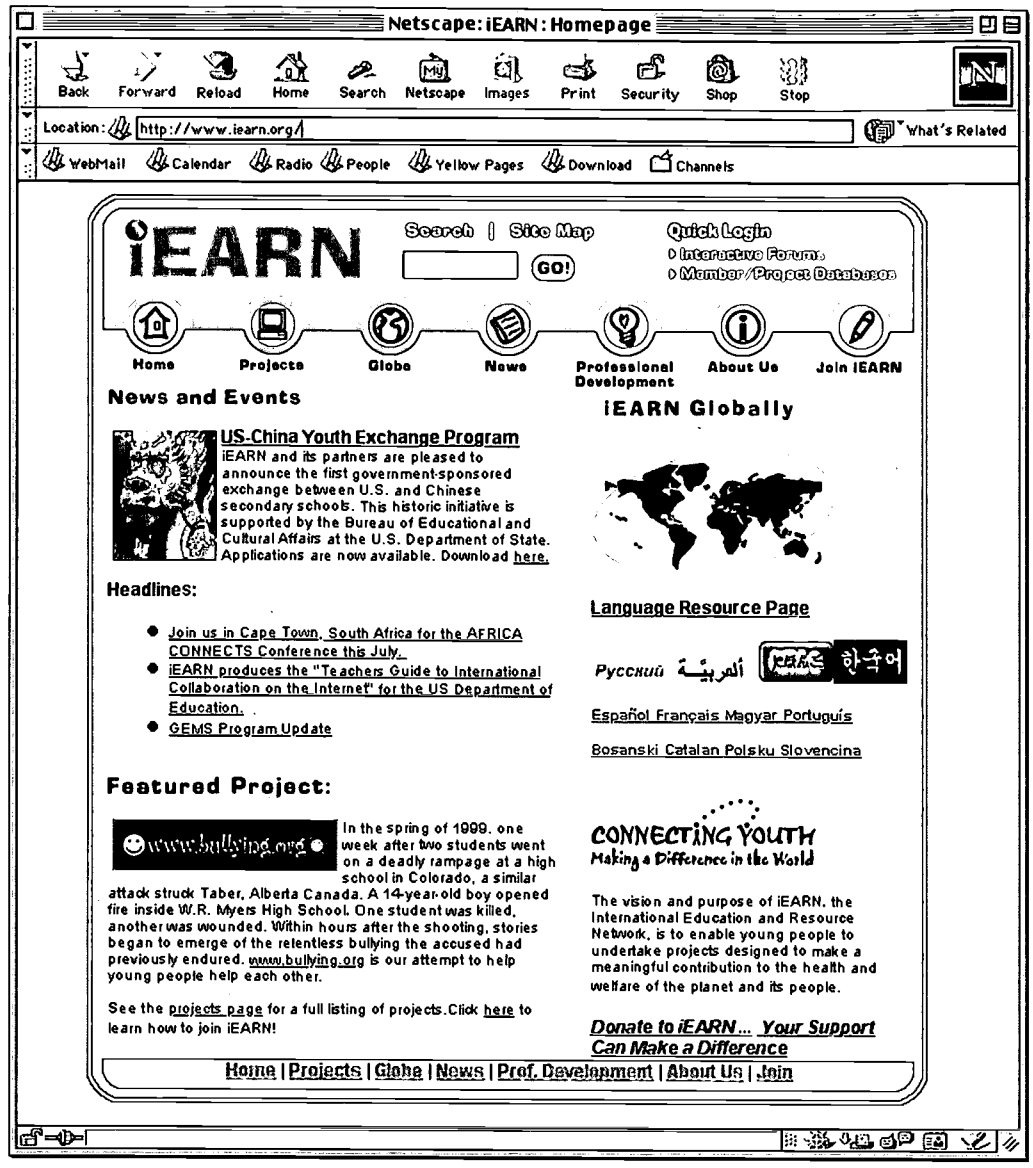
Carolyn Lantz, program officer at the U.S. Department's Bureau of Educational and Cultural Affairs (known as the ECA), manages grants under the U.S.-China Youth Exchange Initiative. Lantz says that, "The goal is to build up long term, sustainable high school-to-high school relationships between the host communities." There will be an average of nine students and two teachers per exchange delegation. The teacher program will involve team teaching and professional development, in addition to escort duties.

Lantz is convinced that Sister Cities provides a "natural partner," with the ECA because "they are focused on people-to-people exchanges and community-based matchmaking." This fits well into the State Department's mission to foster mutual understanding between the United States and other countries through educational and training programs. The Bureau builds

continued



Florida Secretary of State Katherine Harris believes in "the use of the Internet as an invaluable tool of outreach, contact, and diplomacy."



from p.17

bridges of understanding by promoting personal, professional, and institutional ties between private citizens and organizations in the United States and abroad. The Bureau also presents U.S. history, society, art and culture in all of its diversity to overseas audiences.

The genesis of the Chinese Youth Exchange Program (CYEP) occured in June of 1998 when President Clinton visited with Chinese premier Zhang Zemain and signed an exchange protocol. Funding was secured in 1999 and an RFP (Request For Proposal) was issued in May of 2000. A review panel selected iEARN in the fall of 2000 to run the program because their mix of the Internet with physical exchanges was seen as a plus.

This is not the only State Department program that uses the assistance of the Internet. There are ten concurrent programs based on the School Partnership model from the NIS (Newly Independent States of the former USSR), the Balkans, and Germany. Lantz points out, "Generally grant money goes for providing air fare, a stipend, educational expenses and some administration expenses," but that "hosting expenses are paid by the hosting community." The ECA office also handles the paperwork, namely the IAP-66, which enables travelers to get a US J-1 visa."

While the CYEP voices the official policy of the United States towards China, it also aims to develop long-term linkages with a focus on promoting volunteerism, involvement in community affairs, and gaining an appreciation of the nuts and bolts of local government.

Lantz says that the review panel wanted to make sure that paired groups left with "an improved understanding of how local government works." The oversight level of State involvement will be "with great and small matters," to ensure the program's continuing success.

There are two components to the overall program. The startup phase is the pilot exchange between Central High in Phoenix and School #9 in Chengdu. The first component is the three-week reciprocal face-to-face exchanges with nine students and two teachers. The delegations do not travel simultaneously. When visiting their respective host cities, the students and teachers will experience the school system and get involved in community activities such as visiting officials, going to church, and other learning events. The second component is the joint project. In Phoenix, the project will be comprised of learning about local government.

Lantz sees the mission of the State Department as an evolutionary one that has supplanted and absorbed some the historical roles of the Voice of America and the United States Information Agency's libraries at foreign posts, with the new found power of the Internet. She notes that "with cyber diplomacy, the Internet can provide a continual link that keeps the level of communication high and frequent." Moreover, she adds "The Internet draws more people into the project and we can leverage that involve-

ment more than just relying on physical exchanges."

Local Support

But international Web exchanges are not just the bailiwick of the federal government. State support for Internet diplomacy programs are evident as well. Florida's Secretary of State, Katherine Harris has supported two such initiatives: Jacksonville's television link to South Africa and Hollywood's multinational link for a Web-based Global English program to 11 nations. SCI's Honey says that the state government involvement in supporting technology-assisted exchanges is a growing phenomena and that the state of Florida is at the forefront of this movement."

Florida Secretary of State Katherine Harris, since 1998, has epitomized the modern role of a Cyber Secretary of State. She says that she has promoted, "the use of the Internet as an invaluable tool of outreach, contact, and diplomacy."

Harris' commitment to the capability of the Internet is reflected through grants such as 'Our World in the New Millennium'. By supporting Web-based exchange programs with Sister Cities, Harris believes it addresses "the broad range of challenges and opportunities we will all face living and working in the 'global village' environment of the new millennium."

Florida's trade revenue has nearly doubled during Mrs. Harris' tenure as Secretary of State, and the Internet has helped expand Florida's business interests abroad. Trade revenues rocketed from $32 billion when she took office in January 1999 to $70 billion today. According to the Department of Commerce, every $1 billion in trade supports an additional 20,000 new jobs.

With an economy that rivals many countries, Florida mirrors the growing importance of trade to U.S. states because trade and services account for half of its jobs.

As a result, Florida has used the power of the Internet to expand its foreign relations. Indeed, this focus on international exchanges and technology has credited Harris as one of the architects in establishing Miami as the 'Brussels of the West' by many, including Rep. Clay Shaw (R-FL).

Just Say "No" To WW-III

Honey says that challenges remain. "We need to continue to concentrate on building capacity at the community level, foster partnerships between city halls, chambers of commerce, and universities so as to have long-term exchanges and not just one shot deals."

Increasingly, Sister Cities, NGOs, and government are beginning to embrace the idea of the marriage of citizen diplomacy, the Internet, and face-to-face exchanges. "Now the barriers of time, time-zones, and availability of international telecommunications have been solved by the Web," Honey says.

"The last barrier that will fall in the coming years will be language. By 2020, or before, the ordinary citizen will be able to communicate with their counterparts around the globe without language impediments."

Eisenhower's original vision for Sister Cities was to prevent the outbreak of another world war. Honey says that, "he hopes that World War III never happens, and seeking lasting peace is the essence of what Sister Cities is all about."

Steven Donahue is a member of the Hollywood, Florida Sister Cities Board and teaches English as a Second Language at Broward Community College in South Florida. For further information, log-on to http://exchanges.state.gov. I-EARN information can be found at http://www.iEARN.org. Sister Cities: http://www.sister-cities.org/. The International Convention is in Atlanta, Georgia on July 25-28, 2001. Schools Online can be found at http://www.schoolsonline.org



EAP Is Changing With the Times

Peggy Lindsey addresses the development of English for Academic Purposes in language education.

Many international students arrive in the U.S. without sufficient English fluency for college-level work. Although they usually speak conversational English, they can be overwhelmed by the complexity of academic English and the speed with which English is spoken in college classrooms. The result: growing enrollment in college and university ESL programs designed to teach EAP, or English for Academic Purposes. EAP commonly refers to programs for non-

continued



from p.19

native speakers planning to enroll in higher education programs that are taught in English. A typical EAP program prepares students with the note taking, listening, discussion, and reading skills they'll need to pass college courses. Some EAP programs are also designed to cater for business professionals whose jobs require fluency in corporate situations, such as report writing, listening, taking notes in business meetings, and making oral presentations.

The Changing Role of EAP Programs

Most EAP programs in the U.S. are located on the campuses of two and four-year colleges and universities and offer full-time intensive English instruction. Many programs also offer computer training and courses to help students prepare for taking TOEFL (Test of English as a Foreign Language). Few institutions offer ESL classes for college credit; most use a pass/fail system and the hours count only toward maintaining enrollment, not toward a degree.

Almost all EAP curricula assume some basic knowledge of English. Institutions typically require that students have at least intermediate proficiency in English, although finding an EAP program that offers basic instruction isn't difficult. Most programs test new students with a writing exercise and a standardized exam such as the Secondary Level English Placement Test (SLEPT). To move out of an ESL program and into regular undergraduate courses, international students at most four-year institutions must score at least 500 on the traditional TOEFL or 173 on the computerized version of TOEFL. Law schools, graduate schools and some undergraduate programs such as nursing or engineering often require higher scores.

In the past, ESL courses were typically separate from all other international student programs. According to Carolyn Abels, Director of International Education at Capital University in Columbus, Ohio, "ESL would [usually] be taught in an English department, study abroad might be handled by various foreign language faculty, international recruiting and admissions might be a part-time responsibility for one person in the admissions office," Abels explains.

Many colleges have now attached their

Interested in EAP? Resources for Teachers

- R.R. Jordan's *English for Academic Purposes: A guide and resource book for teachers* published in 1997 (Cambridge UP) is perhaps the most exhaustive discussion of EAP available, offering information on needs analysis, syllabus and course design, evaluation, and classroom strategies. Jordan's work, however, like much of the current research in EAP, focuses on programs and techniques from the U.K. and so are understandably geared toward the requirements of U.K. programs.

- The British Association of Lecturers in English for Academic Purposes (www.uefap.co.uk) offers educational and professional resources for instructors. The association's web site offers substantial information for designing and teaching courses in EAP, including an extensive bibliography with hundreds of EAP-related articles. To date, the U.S. has no widely recognized organization like BALEAP specifically for EAP instructors.

- While TESOL is still the membership organization of choice among EAP teachers, other more specialized groups are emerging to meet their needs. The American Association of Intensive English Programs, for example, supports "the professional image of ESL instruction in the United States" (www.aaiep.org) by encouraging adherence to standards for administering and teaching ESL in colleges and universities.

UCIEP, an established consortium of university and college intensive English programs, offers similar support to its member institutions, (www.uciep.org).

BEST COPY AVAILABLE



advanced proficiency when he came to the U.S., Koek found his first undergraduate courses extremely challenging because he no longer had non-native speakers to help him out. "In the programs at home, you can be a bit more spoon fed," he notes. "In the U.S., the instructors and other students weren't thinking about whether you understood the language. They just assumed you did." Koek now has his degree and is working for one year in the U.S. before returning to Malaysia and what he hopes will be a successful career in international business.

Today, EAP programs like the one that prepared Koek for success in college also serve students pursuing academic English for less traditional reasons. These students may or may not be interested in taking college courses. They are more interested in polishing their academic English skills for use in their profession. Many are sent by their employers to study for a semester or more; others enroll in hopes of furthering their career prospects. A single EAP class will often include degree-seeking college students as well as business professionals trying to increase their English fluency, au pairs studying part-time to improve their proficiency and meet other international students, and individuals interested in studying for a few months for personal fulfillment.

"Many colleges have now attached their EAP programs to the university's office of international education. 'It integrates the expertise in one place...Students and faculty have one place to go for information on immigration and language study'."

EAP programs to the university's office of international education. "It integrates the expertise in one place," Abels notes. "Students and faculty have one place to go for information on immigration, language study, admissions, study abroad, visiting scholars, and orientation."

EAP Students Are More Diverse Than Ever Before

EAP students typically have had some education beyond high school in their native countries. Many already hold a two or four-year degree, and are in the U.S. to earn another undergraduate or graduate degree.

These students rarely plan to remain in the U.S. permanently; rather, they want to pursue careers in their native countries where proficiency in English and an American degree will benefit them. Most students spend between one semester and two years taking academic ESL classes before moving into a degree program.

This was the case for Michael Koek. A native of Malaysia, Michael knew in high school that he wanted to study in the United States, so in college, he pursued an American degree program in Malaysia specifically designed to familiarize him with U.S. teaching methods and language. When he came to the U.S., he felt well-prepared for the structure of American classes—thanks to the program in Malaysia, he was well aware of the differences between U.S. teaching and testing styles and those of the heavily British-influenced Malaysian system.

Even so, Koek decided to spend one semester in a bridge program that let him take one undergraduate course while he continued to study ESL. Despite his

Susan Narita, the assistant director of ESL programs at Capital University, notes a shift in student population. "The students aren't only here for degrees. They're here for professional reasons. They need this type of English for their jobs, for grad school."

Jennifer Rusnak, who teaches ESL at Cuyahoga Community College in Cleveland, Ohio, also notes an increase in EAP students who aren't just visiting the U.S. "Right now, I have a large group of retirees—people who came to the U.S. years ago but only now have the time to work on

continued

ERIC



from p.21

learning to read and write formal English." Rusnak has also taught ESL at four-year universities, a refugee center, and a private language school and explains how the populations differ. "There's a huge dividing line between the students studying English for academic purposes and those studying for other reasons," she explains. "The four-year college students are often very focused on passing the TOEFL, so they're much more focused on grammar and verb tenses and structure. The communicative aspect gets lost sometimes. It's very different from immigrant or refugee students who plan to stay in the U.S. and are very focused on survival stuff like how to talk to a doctor or ask a question at the grocery store. They focus on communication much more than on grammar, its terminology and getting the English exactly right."

Meeting the Needs of the Marketplace: Students

Many institutions, particularly smaller schools, now offer short-term EAP programs in addition to traditional semester-long courses. In the early days of EAP programs in the U.S., students normally enrolled in a university's ESL program and then graduated from that institution with a degree. Now, many schools have partnered with overseas universities or businesses to offer two-week or month-long programs for students interested in a brief immersion experience and for employees who require intensive instruction in academic skills. Some have even eliminated requirements that students enter at the beginning of the semester, breaking the academic year into four eight-week terms plus a summer session in order to boost enrollment. "In the first five or six years [of the Capital University EAP program]," Abels remembers, "all the ESL students were here to go on to college, but change is everywhere [in international education], and programs that enroll only those students today are threatened. Large programs like Ohio State and Boston have built-in markets [for recruiting students], but most don't have that. [EAP programs] must broaden their base."

Peggy Lindsey, Ph.D. is an instructor of ESL and English composition at Capital University in Auburn, Alabama.

Notes:

- If EAP is a new term for you, you're not alone. Although common enough in the U.K. to warrant an entry in the *Oxford Companion to English Literature*, such programs are more commonly called Intensive English Language Study or American Language Programs in U.S. college and university course catalogs.

- My own experience as an EAP instructor is typical of this trend in that it has included much more than teaching and developing semester-long courses for degree-seeking students. It has also meant teaching off-campus to a group of Saudi Arabian wives whose husbands were studying in the U.S., instructing members of the U.A.E. Navy in a one-year on-campus immersion program, and incorporating Japanese college students into my regular courses for two weeks so they could experience EAP instruction in the U.S.

The current world situation provides remarkable opportunities for teachers of English as a second language. The M.A. from Wheaton College Graduate School will prepare you for the broadest range of positions in universities, language institutes, schools, and international agencies.

TESL: help meet the world's demand...



...with an M.A. or Certificate from Wheaton

The TESL programs at Wheaton College Graduate School include training in literacy, curriculum development, computer-aided language learning, language testing, program administration, as well as a teaching practicum related to your interests and goals. Also, ask about the Institute for Cross-Cultural Training (ICCT), a one-month intensive introduction to TESL offered each summer.

For more information call **800-888-0141** or visit our web site at www.wheaton.edu/tesl.

Scholarship Committed to Servanthood

Since 1860 For Christ and His Kingdom
Wheaton College
GRADUATE SCHOOL

Wheaton College complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities.

Department of Linguistics and Language Development

San José State UNIVERSITY

- MA in Teaching English to Speakers of Other Languages (TESOL)
- MA TESOL, Emphasis in ESP
- MA in Linguistics Graduate Certificate in TESOL
- Undergraduate Certificate in TESOL
- BA Linguistics

Fully accredited Bay Area/ Silicon Valley

For further information call or write:
Linguistics & Language Development
San Jose State University
One Washington Square
San Jose, CA 95192-0093
Tel: 408.924.4413 Fax: 408.924.4703
E mail: linguist@email.sjsu.edu

Visit our web page: http://info.sjsu.edu/web-dbgen/catalog/departments/LING.html

P·E·C BRIDGING LANGUAGE BARRIERS

American English Pronunciation & Vocabulary Development for Professionals on Audio & Video Tape

Serving English Speakers Since 1984

Perfect Pronunciation on Audio & Video
Vocabulary Development 1, 2 & 3
Medical Terminology
Office Terminology
Computer Terminology
Public Works Verbs
Say It Politely
American Names
Regular & Irregular Verbs

The Personal English Company

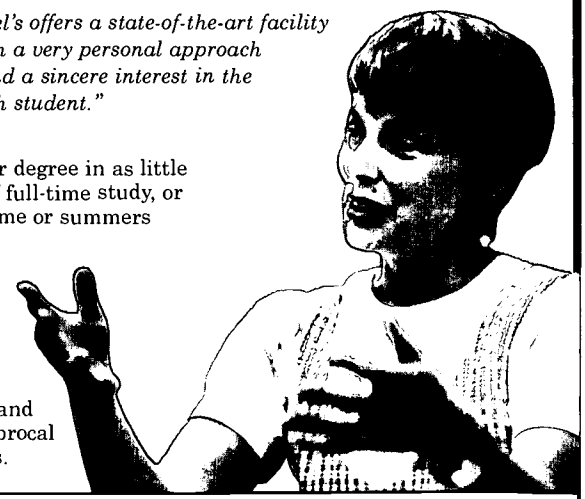
www.personalenglish.com
Phone (626) 355-3900
Fax (626) 355-5208
E-mail: tapes@personalenglish.com
P. O. Box 877, Sierra Madre, CA 91025-0877 U.S.A.

Saint Michael's

MA Program in TESL/TEFL

Internationally Known Program Distinguished Faculty Established in 1962

"Saint Michael's offers a state-of-the-art facility combined with a very personal approach to teaching and a sincere interest in the success of each student."



Complete your degree in as little as one year of full-time study, or attend part-time or summers only.

Pursue an optional program of study toward K-12 ESL endorsement and licensure reciprocal with 37 states.

School of International Studies / Saint Michael's College
Winooski Park, Colchester, Vermont 05439-0253 U.S.A.

Phone: (802) 654-2300 • Fax: (802) 654-2595
E-mail: sis@smcvt.edu • Web site: http://www.smcvt.edu/sis

Do Graduate Degrees Really Pay Off For Language Teachers?



Steven Barker assesses the pros and cons of taking a master's degree course in language teaching.

Like many language teachers, Haley Dawson works two jobs to make ends meet. She teaches ESL part-time at Santa Ana College in Orange County, California, and holds a full-time position as an academic counselor for the teaching credential program at the University of California, Irvine. "I commute between the two jobs, and I always keep my teaching materials in my trunk," Dawson says. "I bought a home recently and I also have car payments, so it really helps to have both jobs." Dawson, who earned her California teaching credential at Chapman University, sometimes considers getting a master's degree in TESOL to increase her earning power. She has put off making a final decision, however, because of the cost of obtaining this specialized qualification: "Even if someone were to pay my tuition and fees, that still wouldn't help much, because I have to pay for my house and car," she says. Furthermore, Dawson is not convinced that a master's degree would lead to a better-paying job.

Dawson's quandary concerning graduate school may sound familiar to many ESL teachers and teachers of other languages. On the one hand, a graduate degree can bring higher income and prestige, and a chance to get off of the part-time-teaching track. On the other hand, the cost and time demands of graduate study, and the uncertainty of the job market, can easily turn a graduate education into a risky investment.

How can a teacher decide whether a master's degree or Ph.D. in education, linguistics, English or a foreign language will really pay off? How can one tell if pursuing an advanced degree makes financial sense? The question is far from simple, as every teacher's personal circumstances differ. Career counselors advise aspiring grad students to weigh a number of factors, such as their age, their financial commitments, the local job market, and their aptitude for high-level scholarship. Almost all potential grad students, however, must consider the two most fundamental factors: the potential for increased income, and the overall cost of obtaining the degree.

The Potential for Higher Income: Do Teachers with Master's Degrees and Ph.D.s Always Earn More?

There is some very strong statistical evidence that an advanced degree generally translates into higher earnings. According to the U.S. Census Bureau, workers with a bachelor's degree earned an average of $40,478 in 1998, while those with master's degrees earned $51,183. Doctorate holders earned an average of $77,445, nearly double the average for baccalaureates. Over a working lifetime, the income advantages of advanced degree holders really add up: Census Bureau data show that the average Ph.D. will earn $3 million in his or her lifetime, compared to $1.6 million for the average bachelor's degree holder.

Income statistics for teachers show a similar pattern. According to the American Federation of Teachers (a labor union affiliated with the AFL-CIO), the average salary nationwide for teachers in 1998-1999 was $40,574. A National Education Association survey of public school teacher's salaries reported a similar figure: $40,552. By contrast, the average salary for teachers at the college level, where advanced degrees are almost always required for teaching positions, was over $47,000, according to a recent survey by the American Association of University Professors. Of course, the AAUP survey showed that pay for college faculty varies dramatically, from about $32,000 for



visiting lecturers at small colleges to $83,000 for full professors at doctoral institutions.

Surveys of teachers' salaries typically do not distinguish between advanced degree holders and non-advanced degree holders. One study by the Florida Department of Education, however, showed that public school teachers in Florida who hold bachelor's degrees earned an average of $33,659 in 1999, while those with master's degrees earned $40,711, and those with doctorates earned $47,225. The study did not account for the possibility that advanced degree holders may have been teaching longer than non-advanced degree holders and may therefore be farther up the salary scale due to seniority.

At least one recent study focused specifically on the salaries of ESL teachers. The survey, prepared by the UCIEP (a consortium of university and college intensive English programs), found that the average salary for ESL teachers in university-level intensive English programs is $38,532. Almost all of the teachers covered in the UCIEP survey hold master's degrees, according to UCIEP spokeswoman Rebecca Smith-Murdock, because almost all university-affiliated intensive English programs at four-year colleges require teachers to have advanced degrees such as a master's in TESOL.

Mary Reeves, Chair of NAFSA ATESL (the ESL section of NAFSA, an organization that promotes international exchange programs) cautions that average salary figures may be of limited usefulness in determining if an advanced degree will pay off in an individual case. The statistics are just broad averages, and, as Reeves points out, "[Language] programs configure their . . . teaching assignments, salary structures and benefits programs in a wide array of ways, making it difficult to determine . . . the per-hour or per-class rate [of pay]." Reeves also notes that it is difficult to compare pay rates from one region or local market to another. The differences in the qualifications and certificates required by each employer are also not accounted for in broad salary averages, Reeves said.

As if matters were not complicated enough, prospective degree candidates must also take into account the fact that advanced degree holders may not succeed in finding suitable jobs. Many masters

continued



ERIC
BEST COPY AVAILABLE

and Ph.D.s work "below degree level" (for example, a Ph.D. teaching at a grade level that traditionally does not require a Ph.D.), or they fail to find an acceptable teaching position of any kind. According to the *U.S. News and World Report*'s annual review of graduate schools, fewer than half of all Ph.D. candidates in some humanities programs such as English and linguistics find permanent jobs in academia, down from the two-thirds who landed such jobs 30 years ago. Many Ph.D. grads string together a few part-time or temporary academic jobs, or work as "gypsy" faculty, traveling from one short-term posting to another, often earning less than they would as a high school teacher.

The Cost of Obtaining A Graduate Degree

The other primary consideration in any decision to attend graduate school is, of course, the cost. Tuition and fees vary tremendously, depending on the institution and the length of the program. According to the *Guide to American Graduate Schools* (Penguin Books, 8th ed., 1999), annual tuition and fees in publicly-supported universities range from $1,800 to $7,500 for state residents, and $2,400 to $15,000 for out-of-state residents. At private universities, the range is about $4,000 to $21,000 per year. The *Guide*'s author, Harold R. Doughty, states that unlike undergraduates, most graduate students have to pay the cost of their education themselves. "Contrary to widely held beliefs," Doughty says, "financial aid for graduate students is by no means ample. Most students have to manage their own support through means other than fellowships or similar awards. The most common solution is part-time study while employed outside the graduate school." Generally, graduate students must budget at least $20,000 per year for their expenses.

Estimating the cost of getting a degree is complicated by the fact that students are often required, as a practical matter, to give up income opportunities in order to pursue their studies. Full-time graduate students often work part-time or not at all, as they find it impossible to maintain a normal full-time job.

The resulting loss of income, which economists call an "opportunity cost," can amount to many tens of thousands of dollars over the course of a multi-year program.

Opportunity costs are a very real consideration for Haley Dawson, the ESL teacher who is holding two jobs. In her case, going to graduate school could mean having to give up her $30,000-plus-benefits academic advisory position, or her $32 per hour part-time ESL teacher job. "But it depends on whether a program is full-time or part-time," she says. "If it's a part-time or evening program, you may be able to continue working full time," thus eliminating some of the opportunity costs.

The Decision

Like any major decision in life, a teacher's decision about graduate school is a calculated risk. There is very little solid information on which to base the decision, and no one can say with certainty whether a particular degree will prove to be a good investment. The information that is available, such as salary averages and employment rates, is useful only for making a preliminary assessment. Individual teachers must investigate the potential pay rates, job prospects and tuition costs that will apply specifically to them. Unfortunately, job markets change rapidly and tuition can rise unexpectedly. Even one's academic success in a particular degree program is unknowable in advance. For many teachers, deciding about grad school is like trying to hit a moving target while blindfolded.

The grad school decision is not all guesswork, however. There are a few generally accepted truths that help guide prospective students through the process. For example, most of the teachers and administrators we interviewed agree that most language teachers benefit over the long run by earning a master's degree.

A master's degree can open up a myriad of job opportunities at colleges and in continuing education programs, and can lead to higher pay. NAFSA ATSEL chair Reeves gives the perspective of an experienced teacher at the post-secondary level: "What [salary] data does exist, I believe will show that a MATESOL [a holder of a Masters degree in TESOL] earns a higher salary than non-Masters and non-MATESOL teachers." For the time being, most MATESOLS and masters in languages seem to be finding teaching positions with their new degrees.

In contrast, it is also generally agreed that new Ph.D.s may be embarking on a very rough road. Reeves questions the value of a Ph.D. for some language teachers: " . . . I don't know if Ph.Ds [teaching ESL], without administrative responsibilities, would show a significantly higher salary [than non-Ph.D.s]." Smith-Murdock of UCIEP adds the following advice: "The master's degree is generally the appropriate degree for practicing teachers. If you want to do research, you go get your Ph.D., and you try to find work in a research university...There aren't many ESL teachers with Ph.D.s. An ESL teacher with a Ph.D. might not get higher pay [than a non-Ph.D.] unless the teacher was in a university department, in a tenure-track position."

> "A master's degree can open up a myriad of job opportunities at colleges and in continuing education programs, and can lead to higher pay."

Nationally, the trend may be against pursuing graduate degrees purely for career advancement. *The Chronicle of Higher Education* recently reported that the growth in graduate school enrollment has been slowing for years, and that the number of new Ph.D.s awarded has dropped for the first time in 15 years. Drew Albritten, executive director of the American Association for Adult and Continuing Education, told the *Washington Post* recently that working adults are not flocking back to the classroom to get advanced degrees. Instead, they are taking specific courses or enrolling in certificate programs to learn precisely what they need to know for their jobs. Academic qualifications are often a less important indicator of salary level than are practical job skills, the *Post* reported. "Departments of Continuing Education are booming because people need precise information," rather than just formal academic credentials, Albritten said.

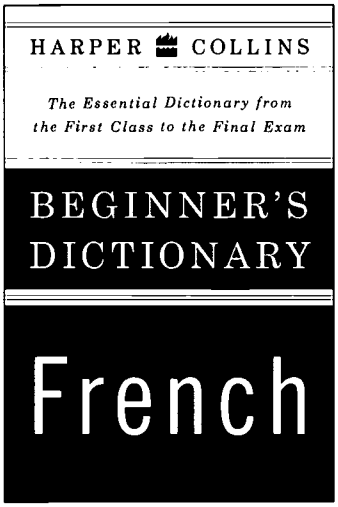
Steven Barker is Assistant Editor of *American Language Review*.

INTRODUCING THE ESSENTIAL DICTIONARY FOR THE BEGINNING LANGUAGE STUDENT

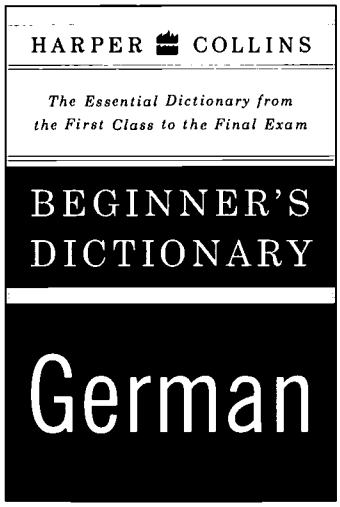
Based on teacher feedback, Collins lexicologists realized that many of the problems facing new language learners are universal: Students are looking at the incorrect definitions assuming the first one they come across is the right one; masculine and feminine articles are misunderstood; and definitions are numbered without offering any clue to context.

The HarperCollins Beginner's Dictionaries

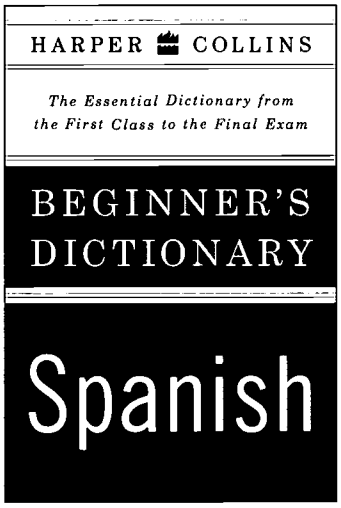
provide the most comprehensive and user-friendly foreign language reference on the market. Each entry includes a direct translation, incorporating the gender article, and a sentence (in English and in the foreign language) showing the correct usage of the word.



HarperCollins
BEGINNER'S FRENCH
ISBN 0-06-273751-1
paperback / 576pp.
$9.95 ($14.95 Can.)



HarperCollins
BEGINNER'S GERMAN
ISBN 0-06-273753-8
paperback / 672pp.
$9.95 ($14.95 Can.)



HarperCollins
BEGINNER'S SPANISH
ISBN 0-06-273754-6
paperback / 640pp.
$9.95 ($14.95 Can.)

HarperCollins Bilingual Dictionaries: Better By Definition

HarperResource
An Imprint of HarperCollins*Publishers*
www.harpercollins.com

Also Available from HarperCollins:

UNABRIDGED
[$55.00 hardcover]
French (0-06-270816-3)
Spanish (0-06-095691-7)
German (0-06-270235-1)
Italian (0-06-275516-1)

COLLEGE
[$29.95 hardcover]
French (0-06-095690-9)
Spanish (0-06-270818-X)
German (0-06-270817-1)
Italian (0-06-275254-5)

CONCISE
[$15.00 trade paperback]
French (0-06-095689-5)
Spanish (0-06-095692-5)
German (0-06-273684-1)
Italian (0-06-095677-1)
Russian (0-06-095661-5)
Portuguese (0-06-273662-0)

POCKET
[$12.00 trade paperback]
French (0-06-095664-X)
Spanish (0-06-095660-7)
German (0-06-095662-3)
Italian (0-06-095663-1)
Japanese (0-06-273758-9)

RACK
[$5.99 mass market]
French (0-06-273741-4)
Spanish (0-06-273749-X)
German (0-06-273750-3)
Italian (0-06-273752-X)
Portuguese (0-06-273748-1)
Espanol/Ingles (0-06-103160-7)

GEM
[$6.95 trade paperback]
French (0-06-093504-9)
Spanish (0-00-472414-3)
German (0-06-093505-7)
Italian (0-00-472411-9)
Portuguese (0-00-472409-7)
Russian (0-00-458652-2)
Latin (0-00-470763-X)
Greek (0-00-472222-1)
Irish (0-00-470753-2)
Japanese (0-00-470823-7)

Communication for the Global Executive

Teaching Business English can be a lucrative option for the savvy ESL teacher. **Dr. Thomas Kane** elucidates.



In this new millennium, we view the global economy as filled with promise, and fraught with peril. Executives who are participating in and leading global change need specialized English language courses. They need instruction in confronting and erasing some of their biggest challenges when using English as the language of presentation, information and competitive debate.

Who Me?

Many English language teachers shy away from these exciting contemporary opportunities of teaching executives because of their lack of international business experience. Though helpful, experience in the business world is not a primary requirement for teaching Business English. What is needed is an English language teacher who can teach English used in a business context. The teacher is not teaching business, for example international banking or marketing; the teacher is presenting vocabulary described as "business" vocabulary. Business English is not a special language. Moreover, it is not just teaching general English "dressed in a business suit."

Preparation Pays

Teachers of general English are usually qualified to teach just that, but today they are frequently called upon to teach a wide variety of students who do not fall into the "general English" category. Business English teachers need to be prepared to empower the students with the communication tools needed to succeed professionally and socially in the global marketplace. The language educator needs preparation in combining traditional English Business language content with non-traditional language content, for example, etiquette, culture, and environmental concerns. English language educators must have adequate preparation to respond to the needs of the global business community.

Global English and Culture

When a Japanese engineer wants to speak to a Mexican engineer, they will probably use English. However, they will bring their business and cultural experience when they use English as the language for international communication. I have been an English language consultant to the senior executives of Deutsche Bank of Germany. Deutsche Bank's strategy is to become one of the leading providers of global financial services. Consequently, proficiency of the English language has become a prerequisite for communication across borders in the

BEST COPY AVAILABLE

financial world. However, this company has learned that competence in international business demands more than proficiency in English; it must be strongly linked with intercultural capabilities. Intercultural competence is not just another "soft" topic; it is about business results. They have learned that business success demands the effective functioning of geographically dispersed and culturally mixed teams.



Morrison and Conaway remind us that "Understanding a culture, however, becomes even more critical in a business venture when mere color choice for a presentation board can yield apocalyptic results.

At the very least, the well-equipped decision-maker—or savvy traveler, for that matter—needs to understand what basic gaffes, in and of themselves irreversible impressions, to avoid in specific countries." These authors have produced two volumes that will assist the Business English language consultant to have a ready reference to understanding business in the emerging markets of Latin America and Europe. *The International Travelers Guide to Doing Business in Latin America* and its companion volume *The International Travelers Guide to Doing Business in the European Union*, are excellent cultural guides that introduce the reader to business practices in many countries.

> "In 1988 there were four hundred businesses with corporate educational institutes. Today there are over one thousand. Forty percent of the Fortune 500 companies have corporate universities."

The Business of Reading

Aren't dictionaries appropriate? Definitely not. A dictionary explains the original meaning (not always clearly remembered!). But when a business person talks to his/her counterpart across language boundaries, what they say sounds English and what they think, feel, do, is native. This happens as well in the context of the English language itself. For example, even American certified public accountants speaking with British "chartered" accountants are not necessarily certain that their technical terms always carry the exact same meaning. It is important that a Business Language teacher familiarizes learners with American English usage and with aspects of U.S. business protocol and etiquette. Two excellent American texts worth the investment are:

English for Global Business by Emily Lites and Kathy Thorpe. Just published this year, you can obtain this book from the University of Michigan Press

English U.S.A. A Textbook of American Business English Business Culture & Business Etiquette by Michael Sudlow is available from Excellence in Education Publications.

For other texts in teaching American Business English consult Delta Systems Co., Inc. at www.delta-systems.com. They have hundreds of new titles with some of the lowest prices of any on-line bookstore.

Don't be frightened away from the *Harvard Business Review*. They have not only many excellent articles from their reprint archives and also provide many suggestions for teaching Business English executives.

A New Frontier

In the TEFL courses that I teach I often encourage my graduates to explore the job opportunities in a new frontier for ESL/EFL professionals, namely, corporate universities. The fastest growing segment of the adult education market is corporate universities, although they have been around for over forty years since General Electric launched its university in 1955. In 1988 there were four hundred businesses with corporate educational institutes. Today there are over one thousand. Forty percent of the Fortune 500 companies have corporate universities. It is estimated that by the year 2010, corporate universities will become the primary educators of post-secondary students in the United States (Meister, 1988).

The job of teaching English in a corporate university is one of the most lucrative English language professional positions. Corporations are looking for experienced English language teachers who have the Business English certificate. The opportunities today for Business English teachers are endless. All you need to do is to prepare yourself and then explore the net. You will find your niche!

Dr. Thomas A. Kane, Worldwide Teachers, Guadalajara, Mexico.

ERIC ://www.alr.org

Teachers College ~ Columbia University

The *TC* TESOL Certificate Program

July 5 - August 15, 2001
New York, New York

- Update your knowledge of educational linguistics
- Link second language acquisition theory to practice
- Explore teaching methods, materials, and technologies
- Relate learner-oriented assessment to instruction
- Elect flexible modules appropriate to your teaching interests
- Interact with American and international colleagues
- Immerse yourself in the New York City cultural experience
- Connect to the Teachers College network around the world

Teachers College TESOL Certificate Program Columbia University

Contact:
Diane Pinkley, Director
The *TC* TESOL Certificate Program
219 Main Hall, Box 66
Teachers College, Columbia University
525 W. 120th Street
New York City, New York 10027

~ telephone: (212) 678-3713 ~ fax: (212) 678-3428

www.tc.columbia.edu/~academic/tesol/certificateprogram.htm

LEARN TO SPEAK ENGLISH IN AMERICA, PORTLAND, OREGON USA

- Portland is one of the safest cities in the USA
- Lower living expenses/No State Sales Tax to pay

Excellent intensive English Language Program

- Short and long term programs
- Monthly enrollment/ 18 to 28 hours of study time per week

LOW TUITION

- Campus Apartment Living
- Furnished / brand new / holds 500 students
- Each student will have a key to his or her own private furnished bedroom.
- Private bedroom / Private bathroom / Shared Kitchen and living area
- "WPC Economical Housing Program" offers a shared bedroom, bathroom and kitchen setting.

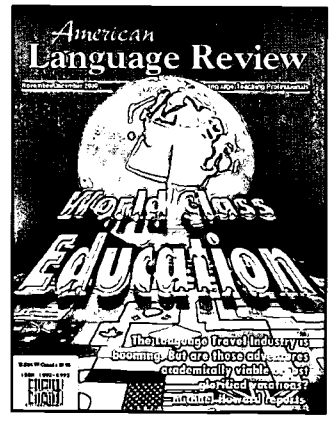
AGENTS WELCOMED!!

WESTERN PACIFIC COLLEGE
9237 SE Powell Blvd.
Portland, Oregon 97266-1944
U.S.A.
www.westernpacificcollege.com



Subscribe to
American Language Review.
Six Issues for Just **$21.95**

Don't miss a single issue of ***American Language Review***, the refreshingly different magazine for language teachers, industry professionals and inquisitive minds.



☐ **YES!** I want to stand out from the crowd! Start my annual subscription today.

$21.95

☐ **$21.95 (U.S./Canada/Mexico/APO/AEO)** ☐ **$49.95 (All other countries)**

☐ **VISA** ☐ **MASTERCARD** **CARD #** _____

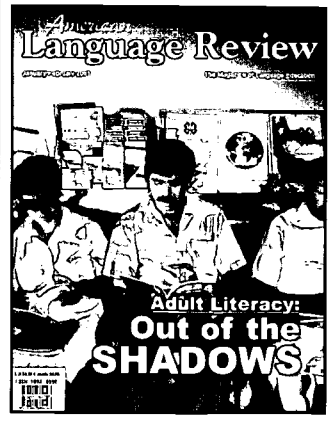
EXPIRES _____

Name (As Appears on Card) _____

Address _____

City _____ **State** _____ **Zip** _____

Telephone _____ **Signed** _____ **Date** _____



Send your subscription to: ALR, 11271 Ventura Boulevard, Suite 513, Los Angeles, CA 91604

Doug Lasken examines the failure of California's high schools to teach literacy and highlights plans to address this problem.

High Time to Reform Reading Strategies



The failure of California's elementary schools to teach reading was made painfully clear in 1996 when scores on the National Assessment of Educational Progress were revealed to show California tied for last place in the nation. After a five-year struggle to improve basic reading skills, including vast sums of money spent on retraining teachers in explicit phonics instruction, the first blooms of success flowered last spring when K-3 reading scores jumped up statewide.

But just as washing your windows highlights your dirty walls, educators have noticed that California's secondary schools are not sharing in the good news. This is hardly surprising given that today's secondary students are the graduates of the pre-reform "Whole Language" model, which removed phonics, grammar, and spelling from reading instruction. Non-native English speakers, or English Language Learners (ELLs) were further held back by the imperfectly conceived "bilingual" model, which, until Proposition 227 passed in 1998, withheld English instruction in the primary grades. A quick look at the numbers tells the story. A statewide comparison of reading scores on California's annual standardized test, the Stanford 9, shows a slight improvement on scores in middle-schools between 1999 and 2000, and zero growth in high schools over the same period. Scores for 2000 reveal native English speaking students stalled around the 40th percentile, which means that 60% of the nation's high school students scored higher. The figures for ELL students are worse, stalled around the 4th percentile, which is functionally illiterate. In the L.A. Unified School District, 50% of high school students scored at the 25th percentile or below, which is roughly primary grade level. The problem is not limited to ELLs: Native English speakers in LAUSD averaged in the 30th percentile.

As for California adults, 25% are functionally illiterate, and this figure includes high school graduates. In Los Angeles County, the rate climbs to 32 %—the second in the state. There are elements of reform at work in California's secondary schools, but upon close inspection they prove to be ineffective or flawed. For example, class sizes in 9th and 11th grade English have been reduced, but with no apparent effect on scores.

Los Angeles Unified is attempting to end social promotion, the practice of promoting students to the next grade regardless of performance, in the 2nd and 8th grades. The sheer numbers of students below grade level has forced a diluting of passing requirements. Eighth graders must pass the district's Performance Assignment, a writing test. The lowest passing score is a 2, which calls only for "some command of the English language", and "some comprehension". Papers given a score of 2 would in past years have received an F or D, but are now ensuring passage to high school. There are many honors and AP English classes in L.A., but they do not necessarily indicate progress. Under "open access" re-form instituted in recent years, there is no academic criterion for enrollment in honors or AP.

It is not uncommon to find students receiving D's and F's in honors and AP English classes, yet remaining in the programs throughout secondary school. Many teachers argue that classes with high expectations inspire students to achieve, and there is some merit to this view, but the scores show that the system as a whole is not working.

A growing awareness of the crisis in secondary schools has led to the introduction of the High School Exit Exam (HSEE), which is scheduled to take effect for the class of 2004. The HSEE, as currently conceived, will require a tenth grade reading level and knowledge of algebra for high school graduation. Alarm has spread in the secondary school community, where predictions of failure rates reach as high as 50% statewide. There are moves to delay implementation to 2005, and there have been attempts to make the test easier. California governor Gray Davis is resisting these moves, but something somewhere will have to give. Either we improve secondary education, or the HSEE will be an act of self-mutilation with no apparent point. Teachers do have options. In language arts, they can explore secondary reading programs like *Language!* by noted expert Jane Fell Greene. *Language!* teaches reading and writing using the fundamentals of phonemic awareness to advanced understanding of Greek and Latin roots, with specific attention to writing skills. It offers an alternative to the current practice of handing *The Grapes of Wrath* to a functionally illiterate teenager and saying, "Here, read this." *Language!* and other secondary programs like *Breaking the Code* and *SRA Corrective Reading* have shown success in various secondary settings, but implementation on a wide scale will require a new determination to shake things up. Most importantly, high school English teachers, who are not trained to teach letter sounds and syllables, must buy into a broadened definition of their job.

State and school districts, including L.A. Unified, must be commended for an amazing job of improving primary reading instruction. The time has now come to extend the reform to high school. We are deciding more than a horse race on test scores; we are deciding whether we have a future as a literate society.

Doug Lasken is a high school English teacher for the Los Angeles Unified School District, and a reading specialist for the Los Angeles County Office of Education.

Defining Appalachian English

Kirk Hazen and **Ellen Fluharty** track the future of Appalachian English.

When people speak of Appalachian English, they often treat it as if it has mad cow disease and needs quarantining. As linguists, we are always saddened by the negative attention the Appalachian dialect receives. To us, all dialects are legitimate variations of English; no dialect is more "correct" or "legitimate" than another. Appalachian English, like many other American dialects, has existed for almost two hundred years and has developed its own unique vocabulary and grammar.

To regard the Appalachian dialect as deficient is therefore scientifically incorrect, and it unfairly maligns the entire social group that speaks it.[1]

Why do so many people feel Appalachian English is at best 'quaint' (read useless and outdated) and at worst stricken and deformed? Since the earliest days of settlement in America, Appalachia has been perceived as backwards and exclusively poor. Although this is by no means true, these misperceptions continue to this day. Social judgments of the Appalachian dialect, then, are often nothing more than cover for a very ugly kind of prejudice. At its root, prejudice against Appalachian English is more a social judgment of Appalachian people than of the language they speak.[2]

Who Speaks Appalachian English?

According to the Appalachian Regional Commission, Appalachia stretches from mid-state New York to the northeast corner of Mississippi, and includes 406 counties in 13 states. It has a tremendous geographic area (roughly 200,000 square miles), and a population of about 22 million. Of course, not all of Appalachia's 22 million people speak a dialect traditionally regarded as Appalachian. Traditional Appalachian English has been defined by a laundry list of features: people expect to hear *bar* for bear and *sodipop* for soda pop; they expect to hear phrases like *I was a-working when the lats [lights] went out and I ain't seen but one deer when we was out huntin'*. If we look for these language features among the population of Appalachia, our best estimate is that only) percent of residents would have them. The reason for this is that Appalachia encompasses a great number of disparate urban, suburban, and rural communities. With such geographic diversity, there are great differences in the way Appalachian people speak. For example, growing up in southern West Virginia may or may not mean that you have a Southern accent, depending on whether you grew up in suburban Charleston or in rural Logan County.

There are also great differences between younger and older generations of speakers. Many teenagers' version of Appalachian English, while it may share many traditional features, is far from identical to the speech of their grandparents. For example, a teenager who is hyperconscious of sounding Appalachian may not use *y'all* for the second-person plural pronoun whereas the grandparents may have only ever used this form. Because of this problem of defining a single Appalachian English, we have begun to view it not as one dialect with a particular set of features, but as a number of dialects.

The Roots of the Dialect

One popular myth is that Elizabethan English is still spoken in the region. The varieties of Appalachian English are diverse, but Elizabethan English, which was



BEST COPY AVAILABLE





spoken during the reign of Queen Elizabeth I (1558-1603), was never spoken in Appalachia. In 1603, the colony of Jamestown was only an idea, and major settlement in the region did not begin until the eighteenth century. Even if there had been a settlement of Elizabethan English speakers in Appalachia, and they had remained isolated until today, their great-great...great grandchildren would not speak the same dialect as their forebears, as all living languages undergo change. We suspect that people who promote this idea within Appalachia are trying to correct the myth that there is something wrong with Appalachian English by promoting an alternative myth.

Appalachian English has roots that extend far into the past. The dialect features we hear the most about demonstrate a link to Scots-Irish heritage: *The car needs washed* (vs. the non-Appalachian, the car needs to be washed or the car needs washing). Although upsetting to some, the different uses of a verb like need are perfectly normal. A verb is the boss in a sentence and requires certain things to come after it. For example, the verb to kiss requires a following noun, as in the girl kissed the boy. The verb to need in areas outside upper West Virginia, eastern Ohio, and western Pennsylvania requir-es another verb, like to be; inside this area, the verb to need only requires an adjective like washed or painted. This same bit of variation is found in parts of the British Isles, especially Scotland.

Another Scottish link is found in the Appalachian pattern of add-ing an *s* in sentences like, *the dogs walks* and *the people goes*. The Scots-Irish heritage of Appalachian English is further evident in the use of a-prefixing, as in *he went a-hunting*. A-prefixing is generally used to mean that the action is going on at that moment.

One often overlooked aspect of Appalachian English heritage is the dialects' relationship to Southern English and African American Vernacular English (AAVE). One of the marked speech features of both Appalachian and Southern English speakers of either African or European ancestry is a two-part vowel becoming a single vowel in words like mine (ma:n), mile (ma:l), and bide (ba:d). European-American Appalachian English has been distinctive in the past for having this feature in words such as like, light, and wipe. AAVE, originally a Southern variety, did not have this feature before sounds like p, t, or k. We have found that some African-American Appalachians actually have this traditional feature of Appalachian English. As with the rest of Appalachia, there is certainly change between generations of African-American Appalachians. We do not find continuity between the older and younger African-American Appalachian speakers in terms of the sociolinguistic features that mark their speech as African American. But there does appear to be an Appalachian variety of AAVE, blending both traditionally European-American Appalachian features with traditional AAVE features: for example, habitual *be* which marks an event as happening on a repeated or regular basis, as in the sentence, *sometimes, my ears be itching*. Understanding how ethnic diversity influences language diversity helps provide for a more complete definition of Appalachian English.

Is There A Future For Appalachian English?

The question we are most frequently asked about Appalachian English concerns its future: will Appalachian English become part of the homogenous dialect landscape of the U.S.? The answer is "No." First, there is no threat of the United States becoming a homogenous dialect. Currently, the U.S. is experiencing grammatical and sound system alterations; these language changes ensure a wide diversity of language patterns across the US. Second, the Appalachian region's culture and identity continues to be dissimilar to that of its neighbors. As long as Appalachia remains a culturally distinct area, the English spoken here will continue to remain different from that of other regional Englishes.

Notes:

1 The prejudice against Appalachian English may be even more sinister than this would suggest. After all, the ability to acquire languages as a child is part of our genetic code; to claim that one variety of a language is deficient is like claiming that an entire social group has a genetic defect.

2 The stereotype of Appalachian English may certainly contribute to the notion that it is somehow "bad" to sound Appalachian. As anyone who has seen the spellings in a Hillbilly Dictionary knows, the public's ideas about Appalachian English have more to do with the speaker's perceived illiteracy than with sound or grammar differences. For example, spelling the word 'was' as 'wuz' does not indicate a sound change since it is only 'eye dialect', but instead, it is supposed to indicate the "speaker's" level of intelligence and formal education.

Kirk Hazen and Ellen Fluharty, West Virginia Dialect Project, West Virginia University. The West Virginia Dialect Project would like to thank the National Science Foundation (BCS-9986247) and West Virginia University for supporting our research.

Correcting Pronunciation Problems

Michelle Medlock Adams tackles the physicality of pronunciation problems.

One of the most difficult problems encountered by language learners is the pronunciation of unfamiliar sounds. In Japan, for example, students in English classes struggle to pronounce the unfamiliar "l" sound. In the United States, students grapple (not altogether successfully) with the rolling "r"s of Spanish, the guttural "ch" sound of German, and the far-back-on-the-tongue "r" sound of French. Why are pronunciation errors so hard to overcome, and what can teachers do to help their students with unfamiliar linguistic sounds?"

According to Michigan State University Professor Thomas Lovik, there are several reasons why so many students have intractable pronunciation problems. "With pronunciation particularly, you're not only looking at a cognitive system," he said, "but you're also having to develop the muscles in the mouth and the throat to accommodate new, unfamiliar sounds."

Think of it this way: if a person has never lifted barbells before, that person may have difficulty lifting even the lightest weights because his/her muscles are not developed in that area. It's the same with the muscles in one's mouth and throat. If a student has never used the tip of his/her tongue to make that rolling "r" sound, then chances are that student's mouth muscles are not developed and skilled in that area. But, by continually using the tip of the tongue to form sounds, those muscles will develop and become more flexible.

"That's one of the reasons why children are so successful in picking up a language, because their muscles are naturally more flexible," Lovik explained. "Adults will need to exercise their mouths and throat muscles more, because it won't come as easily for them."

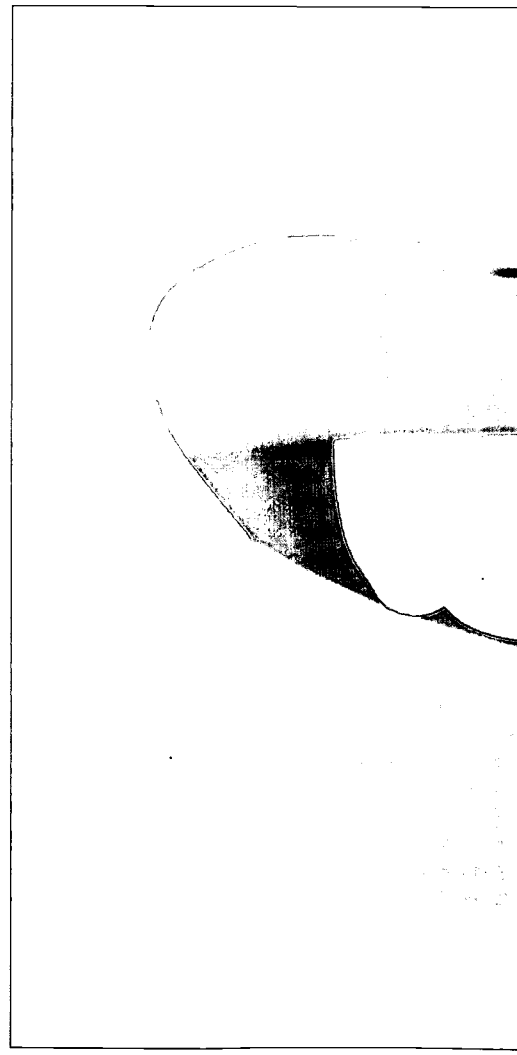
Texas Christian University Instructor Matt Juge, who is finishing his Ph.D. in linguistics at the University of California at Berkeley, agreed. "It is more difficult for adults to master a foreign language," Juge said. "In fact, evidence suggests that if a person learns a language after having gone through puberty, it's very rare for that person to ever sound like a native speaker. The accent won't ever be quite right."

But, it's not all bad news for adult students. In fact, adult learners have some advantages over children. "Because adults have bigger vocabularies that may include some foreign words, that is helpful," Juge said. "And, because adults have already studied some form of grammar, they can piggyback on their analytical skills to do what kids do subconsciously when learning a first language."

In addition to developing mouth and throat muscles to form the unfamiliar sounds of a new language, there's another challenge on the pathway to proper pronunciation that affects both children and adult students—anxiety. However, anxiety seems to be more prevalent with adult learners. "Kids are usually less self-conscious and more willing to play around with a language," Juge said. "They are more open to making mistakes, whereas adults are more likely to clam up." "If you can get people over that anxiety hurdle, then you've done a lot toward achieving a near native version of pronunciation," Lovik said. "The recent thinking on this subject is that students need to hear a lot of the language before we ask them to start speaking it. We have to train the ear of the students so that they'll be ready to produce those sounds. There is a close correlation between hearing a language and being able to produce it with any degree of accuracy."

So, what can instructors do to help their students overcome pronunciation problems? Lovik, who teaches German but also has a background in linguistics, said identifying the cause of the pronunciation problem is half the battle. "We need to train teachers how to identify pronunciation problems and the difficulties of the target language that their students will have," he explained. "For instance, the Spanish rolled "r" is pretty straightforward. We know to use the tip of the tongue to make that sound. Now, if you can get students to practice doing things that they're familiar with in their own language that will exercise those muscles, they'll have a much higher rate of success." If a student is having difficulty pronouncing the French "r," Lovik suggests that the student gargle, thus exercising those throat muscles that will allow the French "r" sound to come more naturally.

Juge believes that explaining the physical mechanism involved in making a sound—giving students a crash course in articulatory phonetics (the phonetics of how sounds are made)—will also help students overcome pronunciation problems. "Teachers could introduce students to the basic ideas of how they move their mouths to cre-



ate their own native language and extrapolate from there to the target language. You can do all of this without introducing too much technical information, and without getting into an anatomy lesson."

Practice Makes Perfect

What else can be done to improve pronunciation? "More than anything, practicing the unfamiliar sounds will help," Lovik said. "The more you speak it, the better speaker you'll become."

As it turns out, the old adage, "Practice makes perfect," packs a powerful punch when mastering proper pronunciation. According to Dr. Silvana Falconi, Acting Director of Language at Indiana University in Bloomington, Ind., practice is the only way to improve pronunciation. At Indiana University, all of the language classes are taught with a communicative approach, meaning the entire class period is spoken in the foreign language. No English is allowed. Falconi said the communicative approach works well because it forces students to use the target language and hear it spoken on a regular basis.

"When you go overseas, you are forced to speak the language. There is no other way," she said. "So, we turn our classes into a mini-trip abroad, making the students use what they've learned. "It's a very interactive situation. The old methodology of doing translations and conducting one-way lectures is not recommended. The communicative approach allows practice, and practice is the only way to get better."

Falconi also suggests that students rent foreign videos and books on tape, as well as use interactive CD-ROMs that focus on their target language. "This technology will allow them to hear the language and listen for the intricacies of pronunciation."

You Say Pot_to, I Say Potäto

Who is to say what the correct pronunciation is, anyway? Just as there are different accents and dialects depending on where one lives in the United States, all foreign languages have subtly different characteristics depending on the speaker's geographic location.

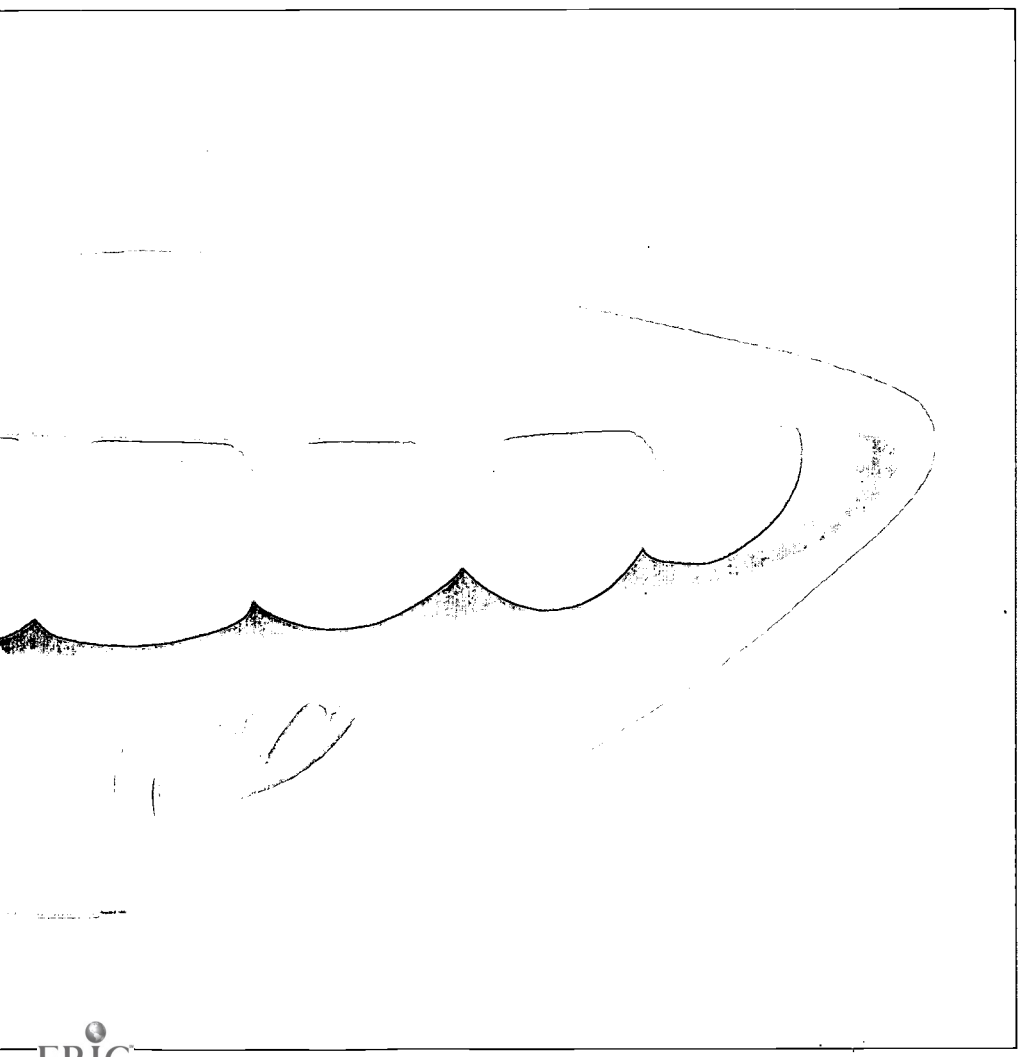
"Teachers, whether thinking about it or not, pick some dialect or some mixture of dialect based on their own experiences and education, to teach their students," Lovik explained. "I try to show my students that there are different pronunciations which are acceptable. For instance, in the German language, there is variation of the "r" sound depending on where you live in the country. I try to minimize the need for one standard pronunciation. I want my students to understand that there are different varieties of the spoken language."

Juge points out that if a Spanish student can't produce the rolled "r" sound, that's OK, because there are some dialects of Spanish where the "r" isn't rolled. In other words, there are other sounds a student can substitute for the rolled "r" and still be right. Juge offers another example from the Spanish language to further illustrate the point. "For instance, the Spanish word for shoe is zapata, pronounced *sapato* in American Spanish, but when you go to Spain, the z sound now takes on a *th* sound, making the same word sound like *thapato*. So, there are various dialects no matter what language you're dealing with," Juge said.

"Students should know going into it that there will be a relatively small number of sounds that they'll have trouble with. But it's also important to stress that, with practice, they will be able to approximate most of the sounds in the language . . .Usually there is enough context in an overall conversation that a jumbled word or misplaced accent won't really hurt the meaning of what was being said," Juge explained. "For instance, if a Spanish student says, *Tengo una coche*, that's incorrect because *coche* isn't a feminine word. The speaker should have said, *Tengo un coche*, but in reality, the student still communicated the message."

Juge points out that too much early correction might discourage students from trying to speak at all. "There has to be a balance." Juge said. "It's an interesting situation: on one hand, you want to give students tools to use to improve the native quality of their pronunciation, and on the other hand, you don't want to overwhelm them."

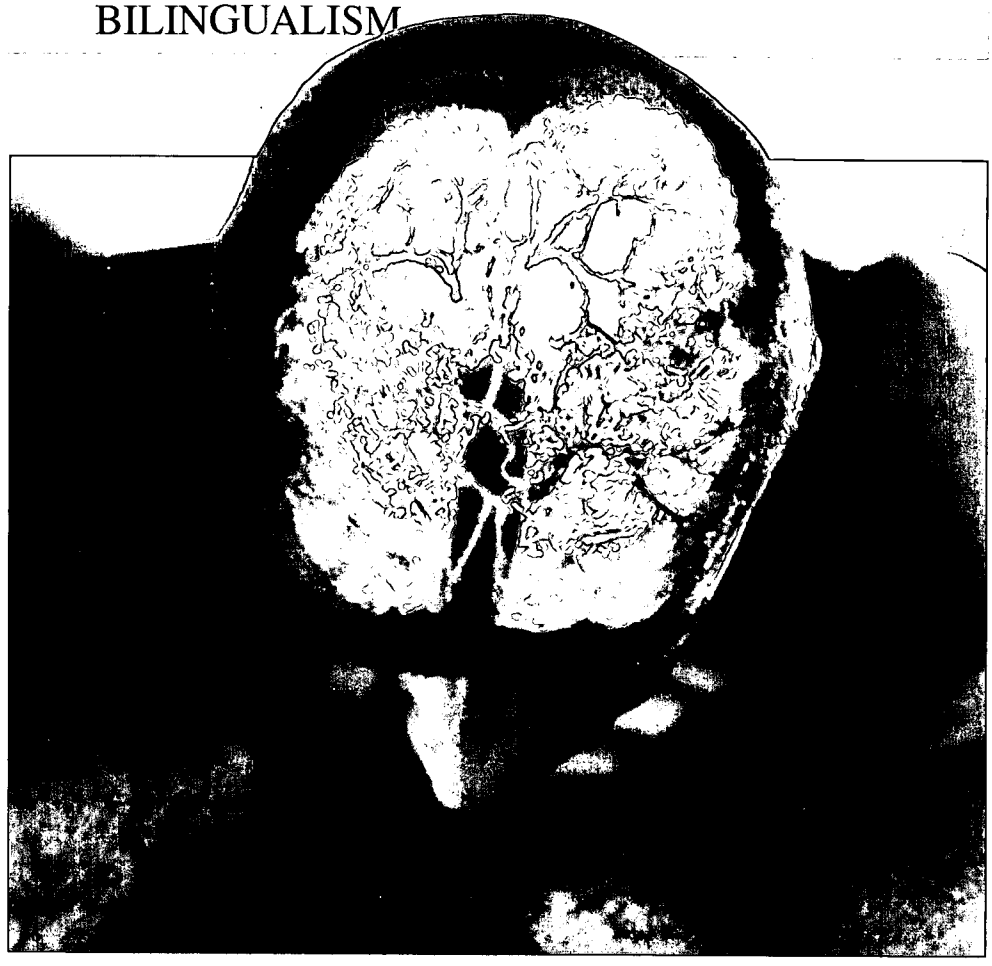
Juge's advice to teachers is simply this: put an emphasis on speaking the language early without giving excessive attention to the tiny details of the language. Help students master some key vocabulary and go from there. The rolling "r"s will come later, and if they don't, the world will still go on and people will still communicate. "More than anything, students need to realize that language can be fun," Juge said, "and that it can open new doors for them."



Michelle Medlock Adams is a journalist specializing in education issues. She is based in Fort Worth, Texas.

The Bilingual Brain

Robert Greenleaf and **Jeffrey W. Park** examine the workings of the bilingual brain.



How does the brain of a bilingual person switch from one language to another? Do bilingual people use different parts of their brains to speak their native and second languages? Does bilingualism affect intellectual performance? Recent studies are helping to answer these questions, and have greatly expanded our understanding of the bilingual brain. In this article we summarize some of the latest findings and their implications for teaching methods and practices.

The Location of Language Activity in the Brain

Karl Kim and his colleagues at Cornell University conducted an experiment to identify the areas of the brain associated with native and second languages. Twelve multilingual subjects were divided into two groups: six who acquired their second language from infancy (called "early learners"), and six who acquired their second language after age twelve (called "late learners"). Each subject was placed in a functional Magnetic Resonance Imaging (fMRI) machine and asked to "talk" silently to themselves in response to a prompt, first in their L1, then in their L2. The fMRI machine assessed brain activity in the subjects' left temporal lobe (also called Wernicke's area) and produced images showing which parts of that lobe were active while the subjects were responding.

The results showed that the brain area activated during L1 speech partially overlaps the area activated during L2 speech. Kim also found a pronounced difference between the "late" and "early" learners: the area of overlap was much less for late learners. In fact, the centers of the overlapping areas were seven times farther apart in late learners than in early learners.

From the perspective of the classroom teacher working with English language learners, this information sheds light on a convention in the field of language education: late second-language learners will speak with a discernible accent. Many researchers believe there is a "sensitive" period during childhood for the development of phonemic awareness, and that a student who does not begin to learn L2 before age twelve will never be able to articulate that language like a native speaker. With later learners, the ability to distinguish the individual phonemic sounds associated with a spoken language was not adequately embedded during the sensitive period, and perfect pronunciation will be far more difficult.[1]

With Effort, Late Learners Can Correct Some Pronunciation Problems

New evidence suggests it may be possible for older students to correct pronunciation problems in their second languages. In a recent study reported by the Society for Neuroscience adult Japanese speakers of English, who did not have phonemic awareness of the sounds associated with the letters 'l' and 'r', and therefore could not pronounce those phonemes correctly, were taught to clearly pronounce these sounds. By separating the sound into smaller segments and being shown the correct positioning of the tongue for the pronunciation of each sound, these L2 students were able to train their brains to distinguish these phonemes, thus allowing correct pronunciation.

This study suggests that the plasticity of the brain (i.e. its ability to adapt and change according to new demands) does not necessarily end at age twelve, and that it is possible to learn pronunciation well after the sensitive period. It demonstrates that language learners have the capacity to speak a second language fluently, regardless of their age.

Students May Become More Proficient In Their Second Language Than In Their Native Language

Katherine Kohnert and others explored the intellectual performance of Spanish/English bilinguals. The subjects in Kohnert's study ranged in age from five years to adult, and were from Spanish-speaking families. The researchers showed the subjects a series of prompts (pictures of items) and asked the subjects to identify the items in English. Subjects were also asked to identify a series of items in Spanish. Kohnert measured the accuracy and response time of the subjects.

continued

BEST COPY AVAILABLE

THOUSANDS OF JOBS IN HUNDREDS OF COUNTRIES

"I would not hesitate to recommend this book to anyone with wanderlust and a mission to teach English overseas"
- Steven Donahue, Professor of ESL, Broward County Community College, Ft. Lauderdale, FL

Teach English and Travel the World

Careers in English Language Teaching (CELT) *is the new guide book to one of the most exciting and in-demand jobs in the world. Anyone who speaks English will benefit by reading this practical guide. Whether you're looking for a way to finance your travels or a long-term, fulfilling career in your hometown,* ***CELT*** *will give you all the information you need.*

Working Overseas
Employment and living in over 120 countries with:
- *contact details of employers looking for teachers*
- *prospects for teachers, expected salaries, taxes and cost of living*
- *how to get visas and work permits*
- *finding accommodation*

Working in the USA
Over 40% of all adult education is teaching English as a Second Language and every State has its own requirements. ***CELT*** *tells you how to get qualified to get a job in the State of your choice.*

Training
The most complete guide to all of the different types of course available, giving you independent advice on which course is right for you.

Plus a whole section on Career Development, including:
- *using your other skills to help you get the best jobs*
- *starting your own business*
- *getting your work published*
- *becoming a manager*



ISBN: 0-9678356-1-5

CELT *provides you with all of this information in a clear and concise format, explains what actions to take and gives you all the contacts you need.*

Order your copy today and start planning the rest of your life!

FREE SHIPPING •• CALL FOR QUANTITY DISCOUNTS - (323) 658 7620

Please send me _____copies of ***Careers in English Language Teaching*** *at $24.95 (Canada $37.95) each. (CA residents, add 8.25% sales tax)*

Name _____ **Phone** _____ **Company/Institution** _____

Address _____

Check/money order enclosed **Charge my** **VISA** **Mastercard**

Card# _____ **Exp Date** _____ **Signature** _____ **Date** _____

Fax your credit card order to (323) 658 7530 or order online at www.alr.org
Make your check payable to American Language Press and return to: ALP, 11271 Ventura Boulevard, Suite 513, Los Angeles CA 91604, USA

from p.36

When Kohnert showed subjects pictures of common items (such as a bed or pencil), she found significantly slower processing speed as the ages of the subjects increased. She also found that the error rate decreased with age. She found that young children (five to seven years old) performed more accurately in Spanish, while early adolescents and adults were more accurate in English.

Kohnert's study suggests that children perform most accurately in their first language. During the middle years of youth, a balance is reached in accuracy and speed in both English and Spanish. By adolescence, as spheres of influence shift from home to school and to the majority speaking culture, individuals tend toward greater speed and accuracy in English.

A similar result was obtained in another study. Kohnert, Hernandez and Bates showed sixty pictures to bilinguals of Mexican-American decent and asked them to name the items shown in both English and Spanish. The names of the items (which were derived from the Boston Naming Test) ranged from simple to difficult (i.e. from "bed" to "abacus") and from frequently used to less frequently used. They found that all subjects scored better in English (average 46 correct out of 60) than in Spanish (average 32 correct out of 60).

Kohnert, et al. further commented that the ability to understand Spanish-speaking family members remains, despite immersion in an English-language educational setting. However, the ability to read and write in Spanish may suffer. There may also be some erosion in the ability to speak Spanish fluently. The evidence from this study reinforces the conventional wisdom of the classroom teacher: L2 students will learn the basic language skills needed to survive in social settings before they master the academic language of school. Often, as they earn acceptance in the social setting of school through the use of L2, they will begin to distance themselves from L1 in favor of their new language. Use of L1 in the home may continue, but as time progresses, the student will develop mastery in L2 that may exceed his/her proficiency in L1. Importantly, Kohnert notes, *"...the heterogeneity of the Spanish-English bilingual population in the U.S. is considerable. Educational level, dialect, country of origin, geographical location, socioeconomic status, gender, age, proficiency of each language, and context and age of acquisition of each of the languages must all be considered in the assessment of language skills."*[2]

Switching Between Languages Slows the Brain's Responses

Arturo Hernandez. studied six early bilinguals averaging 23 years of age. His purpose was to focus on "language switching" and the cognitive implications of switching from one language to another. He tested response time and accuracy in naming pictured items under three conditions; blocked English (i.e. the researcher shows the subject a series of pictures and asked for responses in English only), blocked Spanish (responses in Spanish only) and mixed (the researcher alternates asking for responses in English and Spanish).

In all cases, the subjects' responses were more accurate in English than in Spanish. Similarly, the fastest times were in English (about 1010 milliseconds vs. 1148 milliseconds). The left hemisphere was activated more than the right hemisphere and the dorsolateral prefrontal cortex (executive center-prefrontal lobe) was involved in switching back and forth. This "additional" process may be responsible for the slower response times in the mixed sessions.[3]

Hernandez's finding reinforces the practical implications of Kohnert's work. The quicker English response times are evidence of better proficiency in L2 over L1 (in this case, Spanish). As suggested earlier, for many bilingual students, English becomes their dominant language over time and is the language of the learner's academics. Spanish, which they may use less and less frequently since beginning formal schooling in L2, does not receive the same academic emphasis and resultantly, their proficiency declines. As early bilinguals, the subjects develop capacity in either language such that the added process of shifting no longer needs to take place within L1 or L2.

Aging and Bilingualism

Hernandez and Kohnert teamed up to study the impact of age on the bilingual language switch effect. The study compared sixty-four bilingual adults, half college-aged and half about seventy years of age. All participants learned their L2 prior to age eight and reported that they use both languages daily. The younger adults were faster and more accurate in all conditions. The reaction times and accuracy of responses in blocked conditions (all Spanish or all English) were faster and more accurate than under mixed (predictable, alternating) conditions. One intriguing finding was that when English and Spanish prompts were mixed randomly (i.e. made unpredictable), the subjects' accuracy and response times improved. One possible explanation: even though an alternating pattern is predictable, the brain MUST make the switch each time, accessing the executive center in the prefrontal cortex. With unpredictable sequencing, two or more Spanish or English words may come in a row. In that event, the subject need not access the prefrontal region, reducing response time.

Clearly, more research is needed to understand the complexities of the bilingual brain. Yet more studies are needed to bridge the gap between controlled experiments and classroom practice. The studies summarized here are supportive of current best practices and help to inform us, but deeper understanding beckons.

"Use of L1 in the home may continue, but as time progresses, the student will develop mastery in L2 that may exceed his/her proficiency in L1."

Notes:

1 Some observers believe that Kim's study supports the "critical period" hypothesis for language acquisition. In other words, some infer that because Kim found that L1 and L2 language centers in late learners are farther apart, native fluency is only possible for early learners. I do not believe such inferences can be drawn from Kim's findings. We cannot say with any assurance that the differences found in the location of brain activity for native speakers and late bilinguals shows any significant cognitive or physical attributes other than spoken accent.

2 A related phenomena exists in the development of literacy in L2. Children who come to school from minority-language backgrounds without literacy in the native language will struggle to develop literacy in L2. This type of student benefits most from a bilingual pedagogy that teaches literacy in L1 before or at the same time as L2. A student who comes to school with literacy skills in L1 will be able to acquire a similar level of literacy in L2 in a reasonable period of time (usually 3-5 years). This type of learner benefits more from a pedagogical approach centered on literacy development in L2 combined with enrichment in L1.

3 A study similar to this was conducted by Hernandez, Dapretto and Bookheimer.

Further Reading:

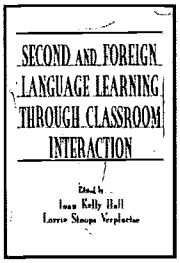
Hernandez, A.E., Bates, E., and Avila, L.X. (1994). On-line sentence interpretation in Spanish-English bilinguals: What does it mean to be 'in between'? *Applied Psycholinguistics*, 15, 417-446.

Hernandez, A.E., Bates, E., and Avila, L.X. (1996). Processing across the language boundary: A cross-modal priming study of Spanish-English bilinguals. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 22, 846-864.

Robert Greenleaf & Jeffrey Park, Program Planning Specialists, The Education Alliance/LAB, Providence, Rhode Island.

CLASSROOM INTERACTION IMPERATIVE

Hall, Joan Kelly, and Lorrie Stoops Verplaetse, eds. ***Second And Foreign Language Learning Through Classroom Interaction.*** Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2000. Paper, xii + 314pp. $29.95.



Most teachers of foreign languages eventually come to a point in their careers when they begin to rethink their classroom practices. After years of teaching, they may find themselves asking fundamental questions about how students actually learn a foreign language and how the learning process can be improved. In this book, Joan Kelly Hall and Lorrie Stoops Verplaetse examine the teaching methods used by master language teachers. Their book is a collection of twelve essays that show how the learning environment created by the teacher affects the language skills developed by students.

In the introduction to their book, Hall and Verplaetse discuss traditional assumptions about language learning. They write that language learning is traditionally regarded as an individual process. Typically, once the teachers present the material, students are instructed to study it on their own. Each student's progress is judged by how well he or she can handle the grammar of the language. Hall and Verplaetse challenge these traditional teaching methods, and assert that students learn languages most successfully in a group setting. They focus on the importance of collective classroom activities to student's linguistic development.

Each essay in the book sheds some light on classroom practices that help facilitate language learning. Based on the collected essays and on their own observations, Hall and Verplaetse identify four helpful classroom practices. First, teachers need to allow students to spend a significant amount of class time repeating, paraphrasing, recasting, and revoicing their own and one another's utterances. The more opportunities for input and output that the students have, the greater their mastery of the foreign or second language will be. Second, teachers need to provide an environment in which learners feel comfortable with one another and with the teacher. In such a setting, students will be much more likely to experiment with language in an uninhibited manner. Third, teachers need to become model learners. Students who see their teachers as enthusiastic life-long learners will be motivated to emulate them and to achieve higher levels of proficiency in a foreign or second language. Fourth, teachers need to enable students to take responsibility for their own learning. Students who take an active role in the learning process have been shown to have a higher rate of success.

Hall and Verplaetse conclude their work with a section on suggestions for foreign and second language pedagogy and teacher preparation. The editors advocate a teaching style in which teachers and students work together. They urge teachers to be aware of the link between classroom practices and student development, and to bear in mind the role they play in creating conditions that foster language development. Concerning teacher education, Hall and Verplaetse believe that universities must strive to create model classrooms. The editors feel that if future teachers experience productive learning environments as students, they will be able to create them when they become full-time teachers.

This is a meticulously edited, scholarly book. True to traditional academic writing practice, the introduction and essays are followed by extensive, up-to-date bibliographies. As one might expect, Hall and Verplaetse's book is not light reading. It challenges teachers to rethink their methods, but can in no way be considered a practical guide to language teaching. The editors and contributors do not discuss the nitty-gritty of classroom organization, and they offer no suggestions about teaching specific content. Instead, they introduce teachers and teacher educators to general theoretical concepts, and then leave it up to individual teachers to decide how they will incorporate the ideas into their curriculum.

David Witkosky, Auburn University Montgomery, Alabama.

CR IN THE 21st CENTURY

Panetta, Clayann Gilliam (Ed.), ***Contrastive Rhetoric Revisited and Redefined.*** Mahwah, NJ: Lawrence Erlbaum Associates. Publishers, 2000. ISBN 0-8058-3635-7 (paper). Pp. xxii + 134. $17.95 (also available in cloth, $39.95).





In this dense yet compact text of less than 200 pages, Panetta has compiled a collection of writings about contrastive rhetoric (CR) that reminds readers about the relevance and applicability of CR in the 21st century. In addition, unlike some of the more complex discussions and research-based material available by CR pioneers, such as Kaplan, Connor, and Leki, this collection is accessible to almost anyone.

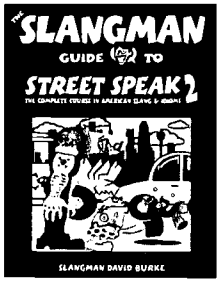
In part I of this two-part text, linguists and rhetoric and composition instructors revisit CR within ESL and composition classrooms. A central theme in these chapters is the application of CR theory to classroom pedagogy. Panetta argues increased CR awareness helps writing students understand that their traditional rhetorics are not wrong but different and are often ineffective for an American audience. Anne Bliss addresses the need of multicultural and multilingual students to understand rhetorical structures, such as coherence and logical ordering in order to become successful persuasive writers. In chapter three, Jan Corbett suggests that students may resist writing due to rhetorical differences. The next chapter provides a timely discussion of CR influences in business and technology. To achieve success in an electronic global market, the author Woolever argues that communication approaches in business and technical professions and related academic programs must begin to accommodate cultural differences. In chapter 5, Scoggins explores how ESL students cope with becoming writers for the Web and how CR can help facilitate that process. This chapter may be particularly interesting to people with an interest in Derrida as Scoggins uses Derrida's concept of *bricolage* (a method of adapting to one's environment) to explain student performance and behavior. Each chapter in part I explores contrastive rhetoric from a new and interesting perspective.

Part II continues this new look at CR with a collection of articles about "difference" groups. Panetta included these selections in hopes of offering "suggestions for using contrastive rhetoric as a stepping-stone toward a widespread cultural understanding of rhetorical decisions" (xxi). In chapter 6, Laura Micciche explores how feminist theory may offer essential insights into the under

continued

THE WORD ON THE STREET

The Slangman Guide to STREET SPEAK 2: The Complete Course in American Slang & Idioms. David Burke. Studio City, CA: Slangman Publishing, 2000. Pp. xi+216. $21.95 (Book) $35 (Two Audio CD)



The availability and variety of idiom textbooks have greatly increased over the past few years; thus making a successful choice can be somewhat overwhelming and difficult for busy ESL teachers. The Slangman Guide to *STREET SPEAK 2* is a choice that both teachers and students will find satisfying and enjoyable.

STREET SPEAK 2 is a unique text in a series of idiom-based textbooks by David Burke. The text is divided into 10 units which each include a theme-based lesson, 10+ new idiom words/phrases, integrated, student-centered activities and a close-up, post-unit section focusing on idioms in a certain genre. For example, Lesson One's close-up section, "Fruits and Vegetables Used in Slang", contains 49 idioms including "spill the beans," "cool as a cucumber" and "compare apples to oranges."

Each theme-based lesson includes reading, writing, speaking and listening activities; there are a variety of activities from lesson to lesson including cloze passages, crossword puzzles, matching letter writing and creative opportunities for the students. Plenty of speaking opportunities keep the students focused during pair/group work as well.

The cassettes or CDs that accompany the test include a variety of speakers, and each lesson has a "Real Speak" dialogue with contractions and reductions spoken by a native American English speaker. Students love this section as they can assess both their listening and speaking skills almost simultaneously.

I currently use *STREET SPEAK 2* for an intermediate Speaking/Listening class that meets three times per week; I have enough class time for other class activities including student speeches, videos and tests, and, during an 18 week semester we were able to finish the test. The test, however, would also be ideal in any ESL class as the lessons are highly integrated; a supplemental text would also work with "warm up" or "cool down" activities in a reading class.

Students are thoroughly enjoying *STREET SPEAK 2*, and the text has become so popular and well liked on campus that ESL students who are not enrolled in Speaking/Listening III are purchasing the text on their own for self-study!

Elizabeth Rodacker teaches ESL at Union College, Lincoln, Nebraska.

CR IN THE 21st CENTURY

from p.39

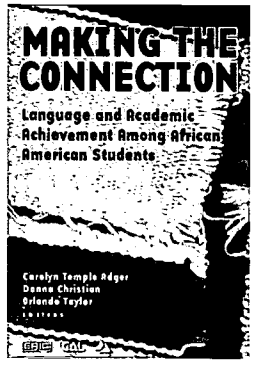
standing of language study and difference. Juanita Comfort examines the CR of African-American women studying and participating in a predominately white institution of higher education. Extrapolating on linguistics research, Mark McBeth analyzes the use of Gaylect, the language of gay men, and how it helps situate gay men within the New York gay community. These brief glimpses of CR outside the traditional classroom may indeed assist readers in gaining a more expansive understanding of the complexities of culture and rhetoric.

In addition to these chapters which redefine and revisit CR in contemporary terms, additional writings by Robert Kaplan, Ulla Connor and Fred Reynolds supplement and enhance the overall offerings of this text -- a welcome addition to the library of anyone interested in the exciting and ever changing field of contrastive rhetoric.

Cristin Boyd, ESL Instructor, Studies in American Language, San Jose State University, San Jose, California.

CONNECTING AAVE

Making the Connection: Language and Academic Achievement Among African-American Students. Carolyn Temple Adger, Donna Christian, and Orlando Taylor, eds. Center for Applied Linguistics and Delta Systems Co., Inc. $20.95



This book is a compilation of nine articles dealing with African-American Vernacular English (AAVE), also known as Ebonics. The articles discuss language variation and education, classroom discourse, curriculum and instruction, teacher education, language policy, and testing.

Articles by John R. Richford and Courtney B. Cazden give an excellent introduction to the issue, as well as discussing different types of discourse and how the concept of discourse has changed recently. Kelli Harris-Wright has a brief, interesting article about using awareness of how AAVE functions in order to teach Standard English (SE).

In one of the most interesting articles in the book, Walt Wolfram puts forth a strong case that teachers should be made aware of dialects and that they are a valid form of language. Wolfram argues that speakers of dialects need to learn SE, but this should not be at the expense of their dialect.

John Baugh discusses issues of teacher education and the need for teachers to be open to those who are different. He gives several examples of teachers simply not wanting to deal with student dialects.

Terry Meier describes the unfortunate attitude of many teachers that if children do not speak the standard dialect, they are seen as "not having language." She gives some heartbreaking examples of children in school being told that their way of speaking, this act that is such a personal part of each of us, is not right. She also writes about "black artful teachers" and how they are able to successfully teach children who speak AAVE.

Articles by Geneva Smitherman, Asa G. Hilliard, III, and Anna F. Vaugh-Cooke discuss past and present policies, the importance of linguistics in education and lessons learned from the Ebonics controversy.

This book does an excellent job of addressing the issues of dialect in the classroom. Issues of attitudes and racism, history, and American culture as it is today provide important reading not only for language educators but also for teachers in every field. All educators should have a copy of this book on their reference shelves.

Debra Vance Salimi is a graduate student at California Polytechnic University, Pomona.

Standards Driven RESOURCES

STECK-VAUGHN

START-to-FINISH™ BOOKS

3 Formats for Reading Success!

Motivate your reluctant readers – give them a taste of early success!

The *Start-to-Finish*™ reading intervention program shows your students how to complete a book the first time they try!

Now, even learners reading at early elementary levels can enjoy age-appropriate, content-based literature sooner than ever before!

For more information, or to request a FREE demo disc, log on to *steck-vaughn.com/start-to-finish*.

Created by DON JOHNSTON

The Leader in Learning Intervention Resources™

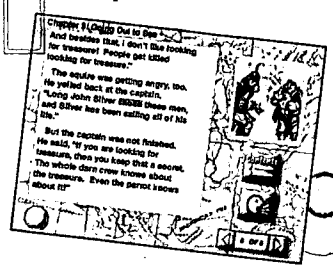
Distributed by

STECK-VAUGHN
ELEMENTARY · SECONDARY · ADULT · LIBRARY
A Harcourt Company

1-800-531-5015

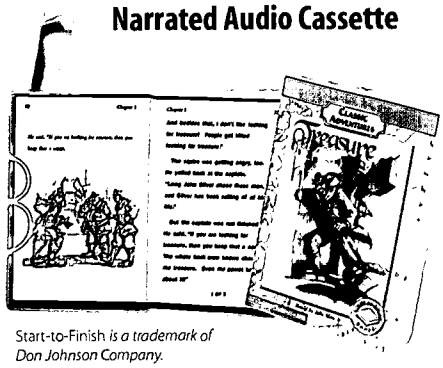


1 Computer book



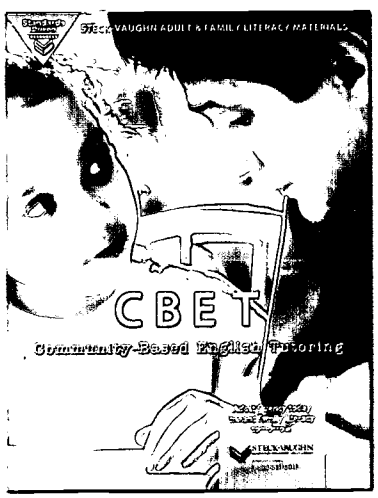


2 Narrated Audio Cassette



Paperback Book

Start-to-Finish *is a trademark of Don Johnson Company.*



Also available from Steck-Vaughn:

Reading intervention specifically for California!

If you're planning a CBET program for your area, we can help.

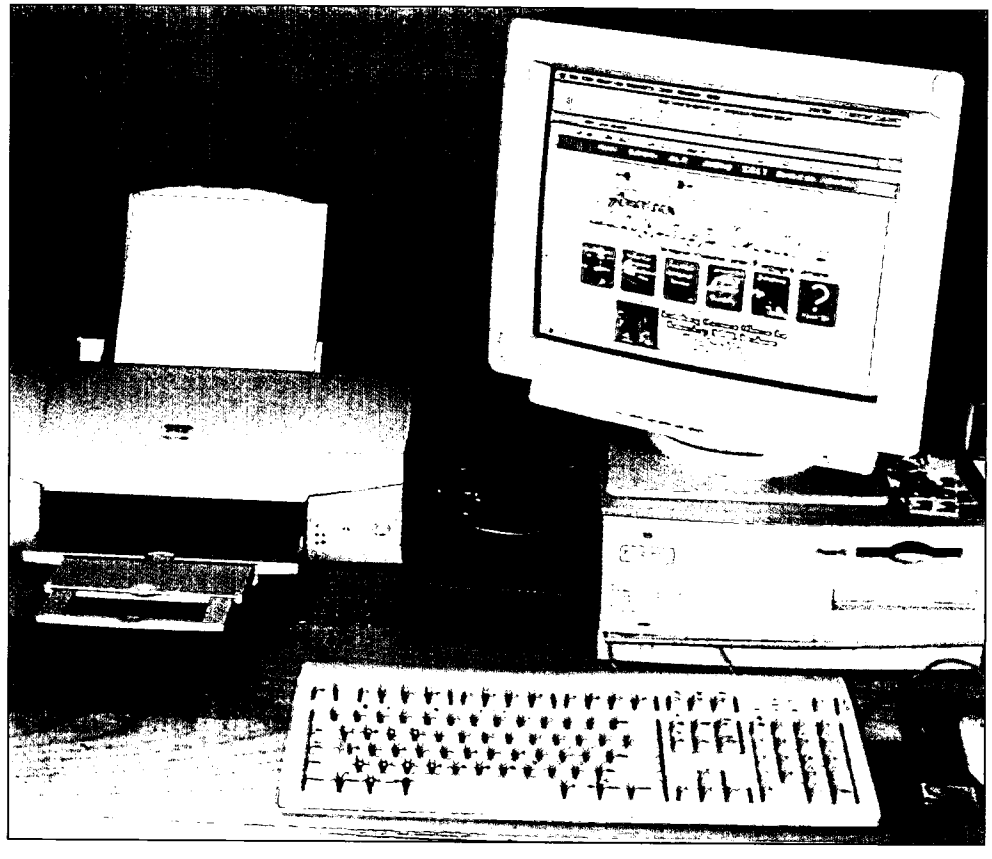
We'll send you a **FREE 24-page catalog** filled with products which will help you meet California CBET requirements.

Call toll free: 1-800-782-2512, ext. 6030.

Order your copy today!

Barry Bakin's regular column focusing on activities and projects that ESL teachers with minimal computer skills can implement in ESL classrooms equipped with a computer. The activities use common programs found on most computers. The computer must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their platform.

• For the purposes of this column, "minimal computer skills" means the ability to create a basic document, to save it on either a floppy disk or the computer's hard drive, and to print out a document.



Lessons for the One-Computer Classroom:

Project #3 "Listen and Paint"

The project is appropriate for High Beginners and Intermediate students and above. First, a student uses Microsoft Paint to create an image. The student then prints out a copy of the image and closes the file so that the screen is blank. Another student sits down at the computer. The first student describes the picture that he or she created. The second student has to listen and recreate the picture according to the directions he or she is given by the first student, without looking at the copy of the original picture. This project provides practice in using the imperative form, describing shapes and colors, and practicing prepositions of location.

Step 1) Introduce the basic features of Microsoft Paint. Present instructions for drawing lines, circles, squares, rectangles and triangles. Demonstrate how to choose different colors to make the lines. Introduce the drawing tools such as the pencil, the brush and the spray can. Show how the paint bucket can be used to fill-in colors. Demonstrate the eraser tool.

Step 2) Give the students sufficient time to practice creating simple pictures. Let them experiment without explicit direction from you as to what to draw. At this point, they are just getting familiar with the drawing and coloring tools. This step can take several days or even weeks depending on how many students are in the class.

Step 3) Create a simple graphic image which incorporates several of the drawing features of Paint (A red rectangle, a blue line, a green circle, a yellow box and some text distributed around the screen).

Step 4) Instruct the students to recreate the image you made. Have them print out their work and show it to you. This step functions as a way to let you know that they have acquired the basic skills necessary to create a simple image.

Step 5) When most students can create a simple image and are familiar with the basic drawing tools, the class can proceed to the next stage of the exercise. Have one student create a new image. Emphasize that the images they create should consist of simple figures like lines, circles, squares and triangles of different colors (of course, you can allow more advanced students to create more advanced images). Save and print the image.

Step 6) Review basic vocabulary that will be needed in the next step. (For example: draw, put, make, circle, square, line, red, blue, purple, above, next to, on the right, on the left, did you say on the right or on the left?)

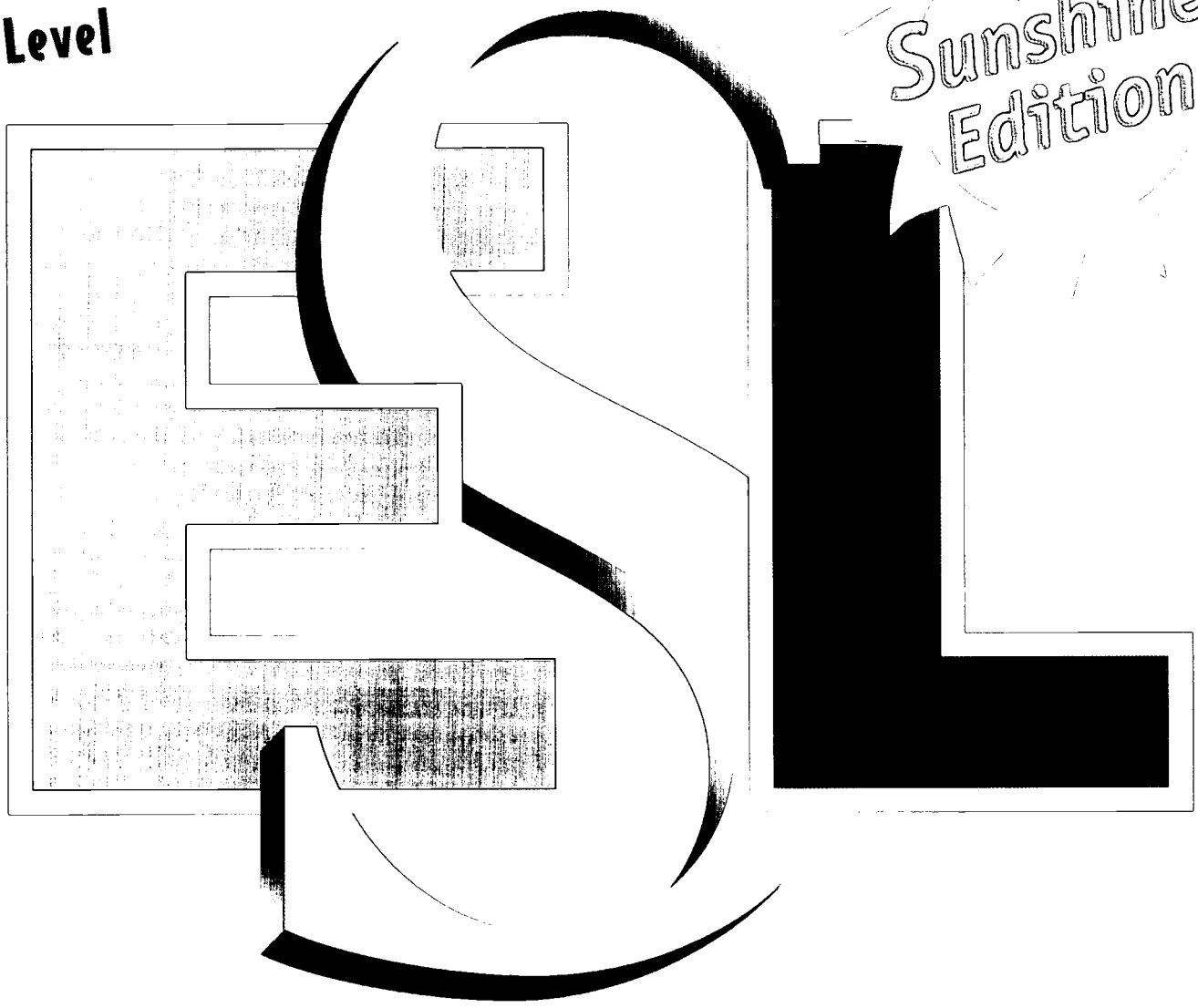
continued

BEST COPY AVAILABLE

NEW!

Scott Foresman

Kindergarten Level



Contact your ESL Specialist 1-800-375-2375

Accelerating English Language Learning
A Content-Based ESL Program

Jim Cummins, Anna Uhl Chamot,
Carolyn Kessler, J. Michael O'Malley, and Lily Wong Fillmore

Grades K-8

Pearson Education

www.longman.com/sfesl

ERIC

Step 7) Call a second student to come to the computer. The first student must describe the first image to the second student. The second student then creates a new picture according to the description he or she hears. The first student should not be able to see the computer screen.

> "Let them compare the 'before' and 'after' versions. Print out a 'before' and 'after' set to display on the wall."

Step 8) When the second student is finished creating the image, show the new picture to the first student and the original to the second student. Let them compare the "before" and "after" versions. Print out a "before" and "after" set to display on the wall.

You can adapt this exercise to lower levels by closely monitoring the complexity of the image, by providing a ready-made image for the first student to describe, or by letting the first student view the screen as the second student is creating the image. If you let the first student view the image as it is being created monitor the pair as they work to make sure the first student is not using gestures to convey the information. Monitor for native language communication as well. More advanced students can be challenged to create and describe more complex images.

This project can take a week or several weeks or months depending on how many students you have in the class and how quickly they learn basic drawing skills.

Tips for working with computers and beginning students

- Tell students to save their work often since students without a good deal of computer experience are likely to accidentally delete what they have worked on.
- Tell students not to turn off the computer, as their work will be lost.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a new document to help you organize and print out the completed projects. Call the new document "Present Continuous Book."

As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "Present Continuous Book" as a new page (at the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This will allow you to print out a complete or partial set of pages without having to open each student's document individually

Barry Bakin is an ESL Teacher and an ESL Teacher Advisor in the Los Angeles Unified School District. He teaches in the ESL computer lab at Pacoima Skills Center.





CAMBRIDGE UNIVERSITY PRESS
40 West 20th Street, New York, NY 10011
☎ 800.872.7423 • www.cambridge.org/esl-efl



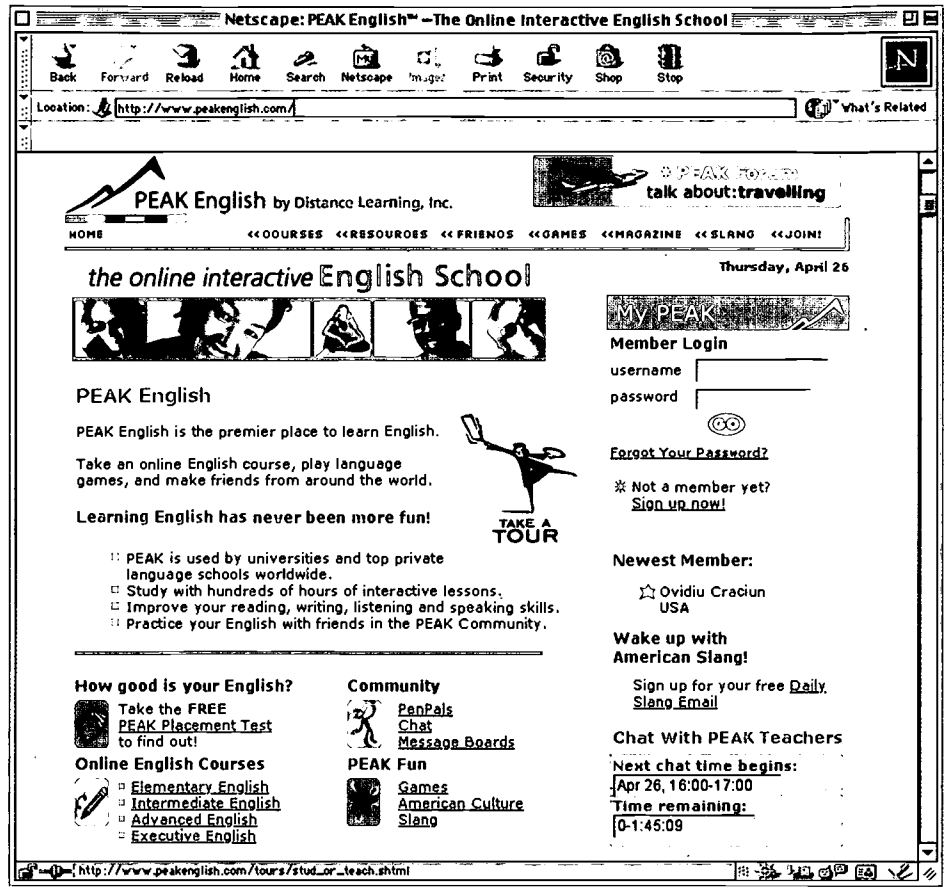
Discovering Fiction is a new two-level anthology of short stories by contemporary and classic American authors such as Isaac Asimov, Gwendolyn Brooks, Sandra Cisneros, Kate Chopin, Ernest Hemingway, Langston Hughes, and Shirley Jackson. Designed for intermediate to advanced students, the texts provide interactive, integrated skills lessons developed around each story.

Formerly published as *America Writes!*

Discovering Fiction 1		
0 521 00559 0	Student's Book	$20.95
0 521 00235 4	Instructor's Manual	$ 6.50
Discovering Fiction 2		
0 521 00351 2	Student's Book	$20.95
0 521 65448 3	Instructor's Manual	$ 6.50

Bringing Online Courses Into The ESL/EFL Classroom

More English language programs are being delivered via the Internet. *ALR* asked Bruce Sharpe how these popular language courses are designed and presented.



Question. *In thinking about acquiring resources for an ESL/EFL program, why should online courses be given a priority compared to other educational materials such as textbooks, audiotapes or videotapes?*

Answer. Online courses are among the most powerful and effective teaching tools one can buy. The courses are given in a learning environment that is interesting and lively – the environment of the Internet. Few other resources can imitate the question/response dialogue that occurs from the very moment one logs on. Textbooks, audiotapes and videotapes provide one-way learning paths where information flows only from the medium to the learner. The Internet requires responses from the learner, thus providing an opportunity for a communicative dialogue that is not unlike communicating in a "real life" situation with a spoken language. Learning is facilitated because it is more interesting to be the active partner in an information exchange rather than a passive receptacle to be filled up with information.

Q. How would a school set up an online learning program?

A. The usual way is to create the 21st century equivalent of a language laboratory by providing a modern computer lab and then scheduling language lab periods in it for the students. To accomplish this, the school has to purchase computers, contract an Internet service provider for the Internet connections, employ a technician to take care of the hardware and software and train teachers and students to use it. Existing online courses need to be reviewed to determine which one or ones are right for the school's program and then the provider company must be contracted for the courses. Lastly, the school might choose to assign teachers to supervise and guide the students who are taking the online courses.

Q. Isn't there a less expensive way?

A. If the students have access to the necessary hardware and software at home or at other locations, there is no need to duplicate it on the school premises. This takes advantage of a primary characteristic of online learning – it can take place at any time and anywhere. Students do not have to gather in a group at a certain time and place in order for the teaching and learning to be effective. The courses can be taken as homework for a classroom course in progress, as maintenance of language skills after having finished a classroom course, or as an introduction to a classroom course. There is great flexibility in online courses in regard to teachers. Many of them do not require the services of a teacher. They can track student errors, give reports on progress and assign work in the areas where students need additional study. On the other hand, teachers can use the online courses as they would textbooks. Our own Distance Learning general English course, PEAK English, provides special software that enables teachers to create online classes, assign lessons, correct student work and generally, guide the progress of students.

Q. Doesn't the online course have to be designed for the curriculum of a school? Doesn't it have to follow the principal textbook that is used?

A. Most of the available general English online courses follow the sequence of structural features of English as they are introduced in widely used textbooks. The lexical items may be different and presented in a different way and the practice exercises may be different but, all in all, the courses can be easily adapted to fit almost any general English classroom course.

Q. Why should one pay for an online course? There are a lot of free ones.

A. One needs to look closely at the so-called free courses. Some are simply enticements to take courses you have to pay for and some of the worst are only typewritten pages where students are invited to practice their reading. Others are language exercises with no planned curriculum or real teaching component. A good online course should be extensive—at least 50 to 60 hours of instruction with lesson material introduced according to an acceptable teaching plan. In addition, more than one or two proficiency levels should be offered in a series of courses.

Q. How many students who study English have the hardware and software necessary to take an online course?

continued

from p.45

A. There are no statistics to tell us but we do know that 391 million people in the world currently have access to the Internet and that by 2003, the number will climb to 774 million people, an increase of almost 40 percent. The end result is predictable. Barring some kind of worldwide catastrophe, a relatively large percentage of the world's population will have access to the Internet in just a few years. Already, 50 percent of the total population in the United States, almost 30 percent in Japan and 20 percent in Germany are online. From our experience at Distance Learning, the percentage of Internet users is quite high among adult English learners. The typical adult learner in countries other than English speaking ones is university educated and a member or would-be member of the professional and business communities.

Q. Apart from equipment and software, what are some of the other obstacles that prevent the integration of online courses into the ESL/EFL classroom curriculum?

A. Some countries may have very expensive usage rates for telephone lines, Internet service providers are not always reliable and some of them are quite expensive. In addition, there is a kind of natural inertia that prevents ESL teachers and program administrators from taking on something new and there is the fear that computers will "cannibalize" classroom instruction, making teachers obsolete. (One imagines a whole army of malicious computers like Hal in Stanley Kubrick's *2001: A Space Odyssey*, marching on language schools and competing for teaching jobs with superhuman intelligence, communicative skills and organizational ability that far outstrip those of any human being!)

Q. Why can't computers and online courses replace ESL/EFL classrooms and teachers?

A. Computers can't replace language teachers and classrooms because they can't imitate the complex social interaction that is the heart and soul of the best and most effective language teaching. In good, communicative teaching, language is practiced in situations that closely imitate the human interactions that take place outside the classroom in "real life". To mimic these, one would really need to have at least two or three "Hals" in each classroom. PEAK English and Executive English are tremendously effective facilitators for the teaching and learning process – not replacements for teachers.

Q. What's the future?

A. There will come a time when every ESL/EFL classroom course will have its online component. Online courses will be as common as textbooks and in some cases, will be the principal textbooks. Teachers and students will wonder how anyone taught or studied effectively without using the Internet as a main resource. The development of the Internet will be seen as a change as radical and as fundamental as the invention of the printing press and many will probably wonder why the ESL/EFL schools back in the 21st century did not bring online courses into their classrooms sooner.

Bruce Sharpe is currently ESL/EFL Marketing Director for Distance Learning, Inc. in New York City. He was formerly Vice President at The Center For English Studies (now Embassy CES) in New York and Director of Courses at the American Studies Center in Naples, Italy. His career in ESL spans over three decades.

Pronunciation Power Products

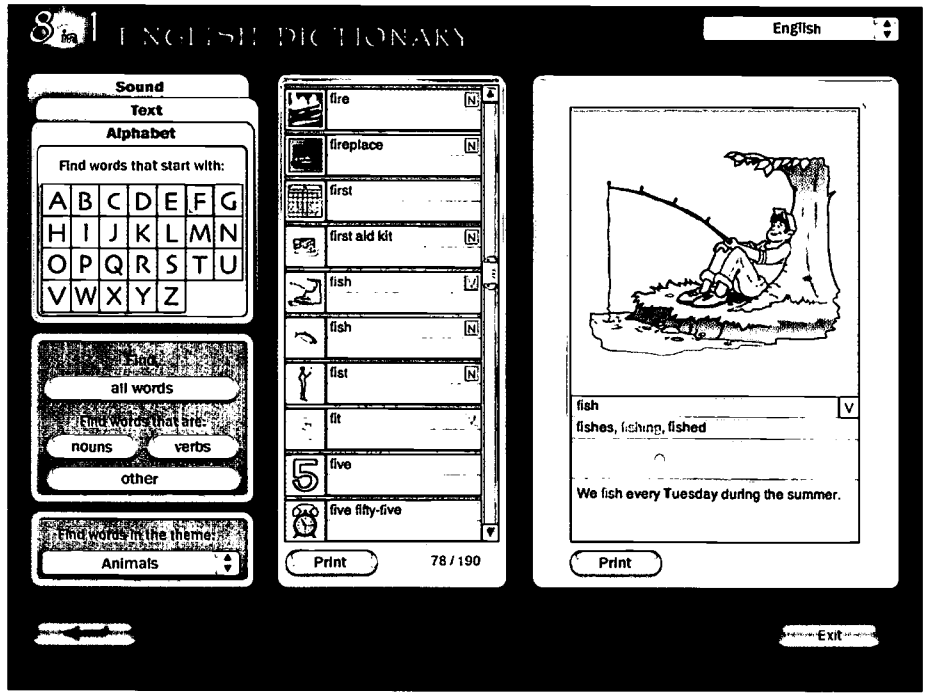
Beginner to Advanced

Exciting New English Pronunciation Software

View our new demo movies at:
www.englishlearning.com

Instructions for beginners available in 12 languages.

Site Licenses Available

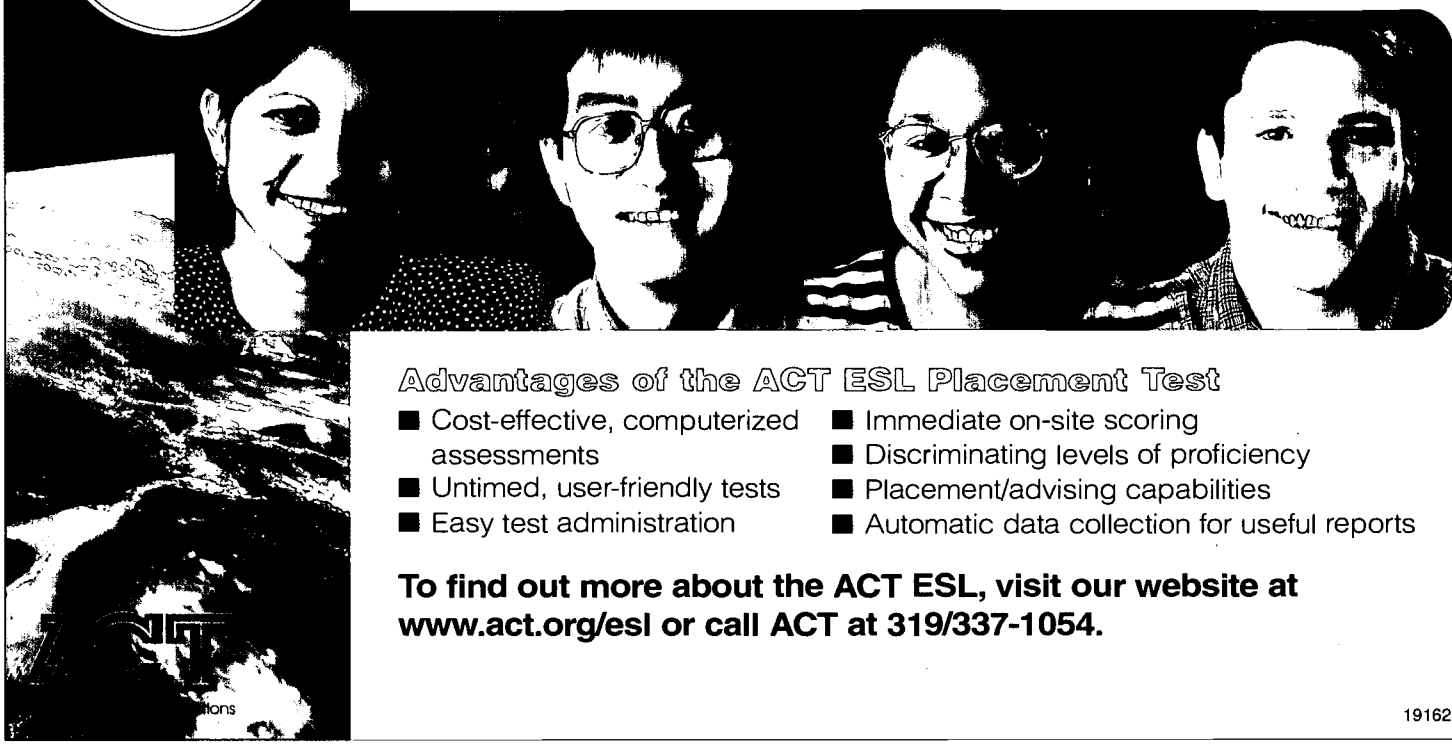


For more information call 1-780-448-1032 or visit our website: www.englishlearning.com

New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage



Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

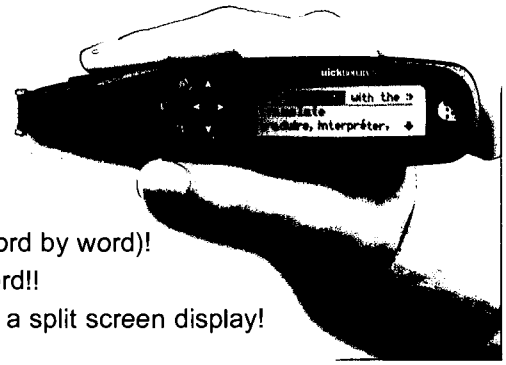
19162

Scan an Entire Line of Text and See Rapid Word-by-Word Translation!



Reading and understanding a foreign language has never been easier or more fun. Students will continue learning - even out of the classroom!

Quicktionary II



Scans and translates a full line of text in seconds (word by word)!
Hear the entire line of scanned text, or a selected word!!
See the scanned text and its translations together on a split screen display!
Store the last 80 scanned words for easy review!
Download additional dictionaries from the WizCom web site!

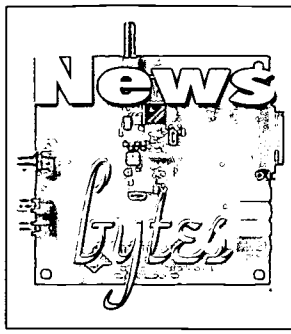
Quicktionary II *is the perfect tool for* ***students*** *and* ***teachers****, or anyone who needs to translate between English and another language. Now your students can read, understand and communicate more effectively. It includes definitions of over 480,000 words and idioms and works with printed material in a wide range of fonts and letter sizes. Available in 28 languages. Comes complete with batteries and a protective carrying case.*

Call Toll-Free 1-888-777-0552

Quicktionary II is available now for $199

(does not include shipping and handling)

Wizcom Technologies Inc. • 257 Great Road • Acton, MA 01720
Tel: 978-635-5357 • Fax: 978-929-9228 • Email: usa.info@wizcomtech.com
Web site: www.wizcomtech.com



American Language Review's regular look at what is new in the world of language learning multimedia products and services

Lexia Wins Grant

LEXIA LEARNING SYSTEMS has received a $2 million research and development grant to create interactive software for children that develops their cognitive skills.

Lexia plans to use the grant, from the Advanced Technology Program (ATP) of the National Institute of Standards and Technology (NIST), an agency of the Department of Commerce, to develop software that will improve the underlying thinking abilities that make efficient learning possible. The software will incorporate cognitive development methods known to improve thinking abilities but generally delivered one-on-one or in small groups and taught by a relatively few highly skilled practitioners. Lexia hopes to provide these methodologies in standard school settings, and will include delivery over the Web. Under the terms of the grant, Lexia will invest an additional $700,000 to support essential research and development prior to commercialization.

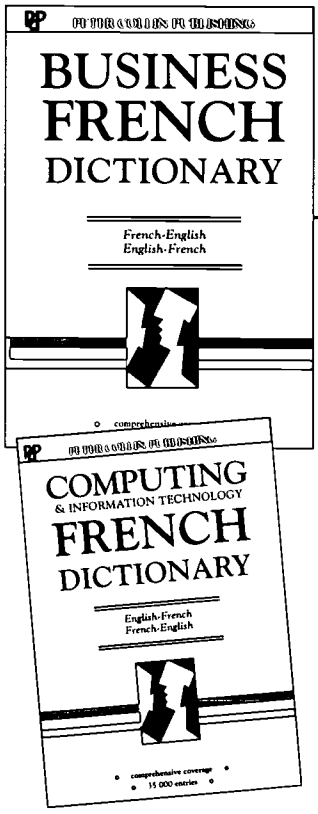
According to Jonathan Bower, president and CEO of Lexia, "Our proposal builds on our experience in developing reading skills by creating software that specifically addresses the education process itself. Our goal is the development of software that will enable all children to progress as effectively and as rapidly as those children who currently receive high quality preparation for school in their homes. We are grateful to the ATP program for the support to take on this difficult but important project."

Researchers have made significant progress in understanding how children develop more complex cognitive abilities. Based on this research, educational programs have been developed to improve cognitive ability, the process by which students learn and understand. However, these programs are not broadly available because of the lack of adequate resources to train teachers and the intensive individual time needed to deliver them. Methods that increase the cognitive skills of children may result in an increase in the efficiency of the entire education system if Lexia is successful in translating these techniques to effective educational software.

Lexia's goal is to help children learn more efficiently and to achieve improved academic performance. The Lexia software will be designed to strengthen visual-spatial abilities important in studying the sciences; logical reasoning for math and general comprehension; receptive and expressive communication to improve interpersonal communications and following instructions; and auditory imaging, which is fundamental to language use. Initially the research and development process will focus on children from ages four through eight. Eventually Lexia hopes to make this software available for people of all ages.

"Over the past decade or so there have

BILINGUAL RESOURCES



*We publish a wide range of bilingual dictionaries for students, professionals and translators. Languages includes Chinese, French, German, Portuguese, Spanish - visit our website (**www.petercollin.com**) for full details.*

Bilingual French Dictionaries

Respected, comprehensive bilingual English-French dictionaries covering specialist subjects. Each includes thousands of terms (for example, 50,000 business terms in the Business dictionary), together with an accurate translation, derived words and example sentences.

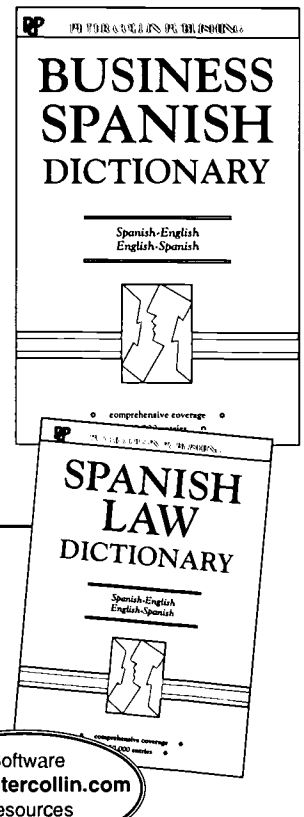
Business French: Book: 0-948549-64-5 CD-ROM 0-948549-77-7
Computing French: Book: 0-948549-65-3

A dictionary I wouldn t hesitate to recommend
International Translators Institute

Bilingual Spanish Dictionaries

Bestselling range of comprehensive bilingual dictionaries covering business and legal terms. Each title includes thousands of terms (over 50,000 legal terms in the Law dictionary), together with an accurate translation, derived words and example sentences.

Business Spanish: Book: 0-948549-90-4 CD-ROM 0-948549-42-4
Spanish Law: Book: 1-901659-09-7



Software
www.petercollin.com
Resources

Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

been tremendous breakthroughs in the field of cognitive-neuroscience," noted Dr. David Stevens, the principal investigator who conceived of the project. "These breakthroughs have produced important insights into how we develop higher level thinking abilities and how they are related to learning. While ambitious, our goal is to make the fruits of these insights available to a wide audience of children."

ELLIS Expands

ELLIS, the English training software provider, has opened two new offices in Brazil, a country where, according to ELLIS, more than 20 million people are paying to learn the language.

"The demand for interactive English language training in Brazil is at an all-time high," said Daniel Pradera, General Manger of ELLIS Brazil office. "No other program can match the overall content and teaching capabilities of the ELLIS product line, which makes this an opportune time for our company to offer our services to all of Brazil."

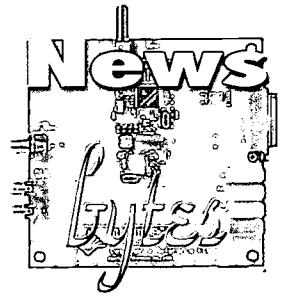
Brazilian companies such as Objectivo, BiNational Centers and Yazagi are currently using ELLIS products. "With twenty-seven new customers already in 2001, this first quarter was our best to date in Brazil," said Tim Otto, President and CEO of ELLIS. "As successful as we've been in our traditional model of selling to institutions, we are equally excited about new relationships that will provide recurring revenue opportunities for ELLIS."

Meanwhile, across the Atlantic, ELLIS has been asked by the Department of Education and Employment in Great Britain to produce a British English version of their multimedia program. The product, which was created and filmed in London and Cambridge, is now being implemented in approximately 1,000 adult education centers throughout the United Kingdom.

Language Links Aid Asian Students

More students are connecting to the Internet to find our what American universities have to offer in terms of Intensive English Language programs.

The figures, released by a consortium of language travel agents working in Korea, Japan and Thailand, reveal that Asian students, who enjoy high speed connections and a sophisticated communications network app-reciate information about IEP courses presented in their own languages. A good example of this service is provided by the CELCIS (Career English Language Center for International Students) website at the University of Western Michigan: http://www.wmich.edu/oia/celcis/ which offers links to course information in Japanese and Korean. According to In-Jung Cho, a Seoul-based language travel agent, Korean language course descriptions are "very helpful" for students hoping to study in the U.S.



Online Courses for Chinese Speakers

oWOWUSA.com and Englishtown.com have agreed that China Digital Group's "Online Window On the World" Web sites, oWOWUSA.com and oWOW.com.cn, both Chinese-language Web sites in China and North America focusing on international entertainment, culture, lifestyle and education, will feature Englishtown, an online English language course provider.

"We are very pleased to be working with oWOWUSA.com's EnglishCorner. This agreement allows us to jointly offer a cost-effective and convenient solution for oWOW users who are seeking to better their lives by learning spoken English," said Bill Fisher, president of Englishtown.

"oWOWUSA.com's partnership with Englishtown allows oWOWUSA.com to provide unlimited 24-hour, seven-day-a-week access to certified and native English-speaking teachers, who lead voice- and text-based class sessions," said Kim Holland, cofounder and managing director of China Digital Group.

Englishtown, which has 1.4 million registered students, is owned by EF Education, the world's largest language school.

TAKE A TRIP . . . Through Alta's New Materials!



Zero Prep for Beginners
Ready-to-Go Activities for the Language Classroom
Laurel Pollard, Natalie Hess, Jan Herron

Men Can Get Embarrassed, Too!
Confusing English Vocabulary for Spanish Speakers
Richard Firsten

Practical Resources for Adult ESL
A Selection Guide to Materials for Adult ESL and ESL/ESOL Literacy
Anna Silliman, Abigail Tom

Teaching English Worldwide
A New Practical Guide for Teaching English
Paul Lindsay

All the World's a Stage
Drama for Communication
Natalie Hess

Alta Book Center Publishers
14 Adrian Court
Burlingame, California 94010 USA
Phone: 800 ALTA/ESL • 650.692.1285 (International)
Fax: 800 ALTA/FAX • 650.692.4654 (International)
Email: info@altaesl.com • Website: www.altaesl.com

2001: An E-Learning Odyssey

Sue Mackarness describes her personal experience of teaching Business English using the Internet



NEW VISTAS for inquisitive minds and researchers alike have been created with the information explosion created by the Internet. And while bear market analysts ponder who caused the dot-com implosion, one area that continues on a dramatic upswing is e-learning.

At American Business English Internet School, we recently began offering a teacher training program, the Certificate in Teaching Business English (CTBE), an online training program for ESL/EFL instructors who want specifics about teaching Business English. While the Internet poses remarkable advantages with regard to teacher training, there are also certain questions and challenges inherent in this mode of instruction. These are the perspectives of a teacher trainer who

continued

Scenarios for ESL Standards-Based Assessment



Scenarios for ESL Standards-Based Assessment

New

An invaluable companion to *ESL Standards for Pre-K–12 Students*, this volume makes standards-based assessment techniques accessible to all educators working with ESOL students.

Scenarios for ESL Standards-Based Assessment

Teachers of English to Speakers of Other Languages, Inc.

Order No. 900,
ISBN 0-939791-90-0.
US $27.95
(TESOL members US $19.95)

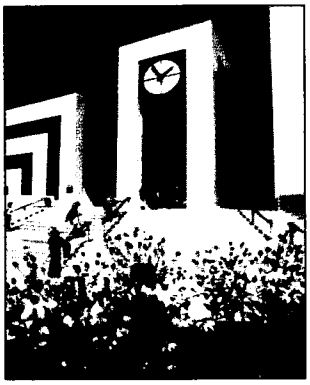
To order, contact TESOL Publications, PO Box 753, Waldorf, Maryland 20604-0753 USA
Tel. 301-638-4427 or -4428 ◦ Toll free 1-888-891-0041 ◦ Fax 301-843-0159
E-mail tesolpubs@tasco1.com Or visit TESOL On-line at http://www.tesol.org/



Western Michigan University

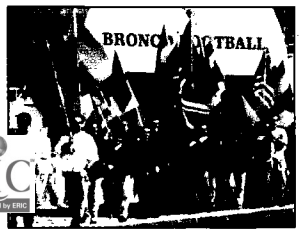
Western Michigan University (WMU), with over 26,000 students, offers undergraduate degrees in 150 areas and graduate degrees in 86 subjects.

Kalamazoo, Michigan (population 80,000) is a small, culturally diverse, friendly city.

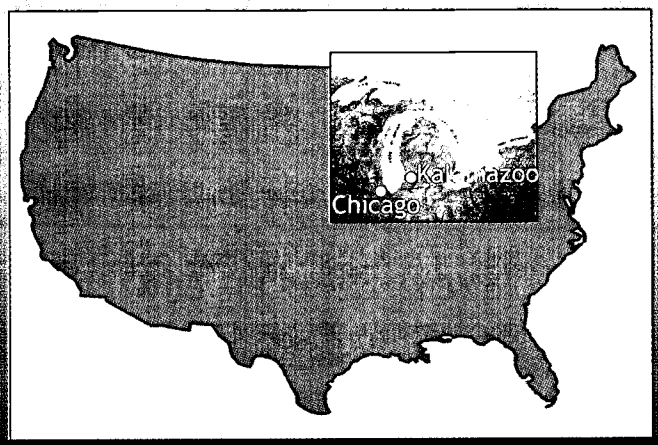








in Kalamazoo, Michigan, U.S.A.



Career English Language Center for International Students (CELCIS)

CELCIS, founded in 1975, enrolls approximately 75 students from over 20 different countries each session.

CELCIS teachers are full-time, ESL professionals with master's degrees and many years of experience.

CELCIS offers 20 hours per week of classes in speaking, listening, reading, writing, research, and university study skills.

CELCIS students learn English as it is spoken in the American Midwest, the national standard.

CELCIS students who complete the advanced level do not need a TOEFL score for admission to undergraduate and most graduate programs at WMU.

CELCIS students are able to use all of the up-to-date facilities of Western Michigan University.

For more information:
Ms. Kim Smith
CELCIS, Western Michigan University
Kalamazoo, Michigan 49008, U.S.A.

phone 1 616 387 4800
Fax 1 616 387 4806
e-mail kimberly.k.smith@wmich.edu

http://www.wmich.edu/oia/celcis

WESTERN MICHIGAN UNIVERSITY

from p.50

delivers her certificate program online for the first time.

Firstly, the regular and enthusiastic participation of the CTBE students from nine countries has been both educational and inspirational. Initially, I had my doubts as to whether the students would be consistently self-motivated after the first flurry of responses. Would there be attrition? Or, as with F2F students, would there be a spectrum of student participation ranging from passive to 'physically present, otherwise not' days? After nearly 30 years of classroom teaching, I am well accustomed to all of the above.

Virtual classroom reality has been illuminating! An astounding 500+ messages, discussion points, questions, conversations and a continuous daily contribution of relevant and valuable input demonstrate the students' level of interest. I have learned a tremendous amount over the last six weeks. I have found myself reading and rereading the student responses: a reminder of the power of the written word. Since I have never met my 'virtual' students, it has been fascinating getting to know them online through words alone.

From the inception of the course, the CTBE group has 'bonded' (excuse the New Age term) online and the course has taken on a life of its own. Six weeks into the course, we have had to postpone the voluntary Sunday morning 'live chat', due to everyone requesting a breather. As the course has progressed, I have found that I look forward to being online with the students, getting a sense of the individual personalities, providing a forum for discussion and giving as much help as I am able. At this point, our students are communicating with each other outside the course and are hoping to meet up in various parts of the world. The atmosphere of the course has progressed from one of simply fulfilling requirements to a mutual and authentic feeling of support, personal and professional invitations being proffered to all. I think this is wonderful; after all, isn't this what global learning and communication is all about?

Our second biggest concern was the design and implementation of the course. Was it designed in such a way as to be truly beneficial? Were there sufficient checks and balances to afford a quality online learning experience? Would we be able to pass on skills and knowledge to the students, incorporating "hands on" activities and a variety of approaches? Were the self-tests at the end of each module (coupled with the on-going discussion board assignments) a true indication of progress? These are just a few of the questions we had when we launched this CTBE program online. My conclusion is that the course seems to have been very successful and has exceeded our expectations, as well as those of the students. A few representative comments from the participants address usefulness and appropriacy of the program:

"Congratulations on this distance learning experience which personally I am finding so very useful and fulfilling. The site is so user friendly, and the fact that the users' area of expertise is the English language—and not computers—has been taken into account, which makes me very happy." *Maria from Italy.*

"It has been very interesting for me to stretch myself technologically and to be in the midst of an activity which is terribly 2001. That includes the au courant subject matter. We're not talking about building a better wheelbarrow here, but how better to communicate in global language and business. Pretty spiffy! " *Mary Ellen from New York.*

"This is my first experience in online training and I am very excited about it. I toured the site today and was very impressed with how user friendly it is. Also I find the calendar neat and well organized in terms of when modules start and finish. I am really looking forward to doing this course." *Majid from Casablanca.*

"The course has given me a great deal. Indeed, I recently had three interviews and believe it or not, the negotiating tips and the questions that we discussed a few days beforehand were a great help to me. I know how to respond physically when meeting my new employer, remembered to listen carefully and make eye contact, and how to respond professionally to his questions. Thanks a million for your support. I thought that I knew how to interview but now with your help, I am becoming more confident and have no fear of expressing myself. Your work has enhanced my opportunities and is a plus to my future experiences!" *Suzan from Montreal.*

It has been proven, time and time again, that the quality and depth of learning, whether done in a traditional form or online, is prescribed by many factors. These factors include course design and implementation, powerfully self-motivated students, and the skill and knowledge of the instructors. I would add to that list a need for a deep understanding of the learning process as transmitted by electronic means, rather than by humans or books. I am now very much looking forward to seeing the videos of our students teaching; it will be fascinating to put faces to names after all this time.

Their Mission Statement

American Business English Services' goal is to deliver a learning experience that will satisfy the needs of the international business person. To that end, we are committed to maintaining a flexible and creative approach in order to provide the most applicable and beneficial product for each individual client. With decades of teaching, administrative, materials writing, and consulting experience, our primary goal is to serve your communicative needs in doing business internationally.

"I have found myself reading and rereading the student responses: a reminder of the power of the written word. Since I have never met my 'virtual' students, it has been fascinating getting to know them online through words alone."

Sue Mackarness is Director of Teacher Training with American Business English Internet School at www.bizenglish.com where she delivers the Certificate in Teaching Business English (CTBE) online. Sue Mackarness also gives the CTBE course in Cuenca, Ecuador, every summer. The program is run at CEDEI (a school and cultural center) in Cuenca, in conjunction with Augustana College, Illinois.

Delta Systems offers you...

Your favorite ESL Resources at below publisher prices!

- More than *130* Publishers' materials
- Lowest prices of any on-line bookstore
- Immediate access to over *4,000* titles
- Best-sellers identified to assist ordering
- 24-hour ordering by phone, fax or internet
- Web orders receive further discount
- Serving our customers for over *20* years



JUST PHONE, FAX, OR GO ON-LINE!
Toll Free (800) 323-8270 or (815) 363-3582
Fax Toll Free (800) 909-9901 or (815) 363-2948
www.delta-systems.com

Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050

Order your FREE 2001 ESL Catalog Today!!!



WANTING TO ...

- *TRAVEL THE WORLD*
- *TEACH ENGLISH ABROAD*
- *EXPAND YOUR EMPLOYMENT OPPORTUNITIES*
- *GET PRACTICAL TEACHING EXPERIENCE*

ENROLL IN AN INTENSIVE CERTIFICATE PROGRAM ...



TEFL

TEACHING ENGLISH AS A FOREIGN LANGUAGE

UNIVERSITY OF CALIFORNIA
RIVERSIDE EXTENSION

FOR MORE INFORMATION PLEASE CONTACT:
INTERNATIONAL EDUCATION PROGRAMS, UNIVERSITY OF CALIFORNIA EXTENSION
1200 UNIVERSITY AVENUE, DEPT. ALR00 - RIVERSIDE, CA 92507-4596 U.S.A.
E-MAIL: ucriepe@ucx.ucr.edu PHONE: (1-909) 787-4346 FAX: (1-909) 787-5796
WEB SITE: http://www.unex.ucr.edu/iep.html

AUGUST 3 TO AUGUST 31, 2001

FEATURING:

- A TOTAL OF 160 CLASSROOM HOURS
- EXTENSIVE CLASSROOM PRACTICE WITH ESL STUDENTS
- PRACTICAL CURRICULUM
- POTENTIAL JOB PLACEMENT

A Visit to the Language Zoo

Many children's magazines feature picture puzzles in which the young readers are asked to identify a number of hidden animals. In a cloud may lurk a cow, in the leaves of a tree may be concealed a fish, and on the side of a house may be soaring an eagle. The English language is like those children's pictures. Take a gander at what follows, and you will discover almost three hundred creatures from the animal world hidden in the sentences, a veritable menagerie of zoological metaphors. (Did you catch one of them in the last sentence?)

Human beings, proclaims one dictionary, are distinguished from the other animals "by a notable development of brain with a resultant capacity for speech and abstract reasoning." Perhaps so, but how truly different is our species from our fellow organisms with whom we share the planet?

I mean holy cow, holy cats, and holy mackerel-a little bird told me that the human race is filled with congressional hawks and doves who fight like cats and dogs 'til the cows come home, Wall Street bulls and bears who make a beeline for the goose that lays the golden egg, cold fish and hotdoggers, early birds and night owls, lone wolves and social butterflies, young lions and old crows, and lame ducks, sitting ducks, and dead ducks.

Some people are horny studs on the prowl for other party animals, strutting peacocks who preen and fish for compliments, clotheshorses who put on the dog with their turtlenecks and hush puppies, young bucks and ponytailed foxy chicks in puppy love who want to get hitched, or cool cats and kittenish lovebirds who avoid stag parties to bill and coo and pet and paw each other in their love nests.

Other people have a whale of an appetite that compels them to eat like pigs (not birds), drink like fish, stuff themselves to the gills, hog the lion's share, and wolf their elephantine portions until they become plump as partridges. Still others are batty, squirrelly, bug-eyed, cockeyed cuckoos who are mad as march hares and look like something the cat dragged in; crazy as coots, loons, or bedbugs; and who come at us like bats out of hell with their monkeyshines and drive us buggy with their horsing around.

As we continue to separate the sheep from the goats and to pigeonhole the "human" race, we encounter catnapping, slothful sluggards; harebrained jackasses who, like fish out of water, doggedly think at a snail's pace; dumb bunnies and dumb clucks who run around like chickens with their heads cut off; birdbrained dodos who are easily gulled, buffaloed, and outfoxed; asinine silly gooses who lay an egg whenever, like monkey-seemonkey-do, they parrot and ape every turkey they see; clumsy oxen who are bulls in china shops; and top dogs on their high horses, big fish in small ponds, and cocky bullies high up in the pecking order who rule the roost and never work for chicken feed.



Leapin' lizards, we can scarcely get through a day without meeting crestfallen, pussyfooting chickens who stick their heads in the sand; henpecked underdogs who get goose pimples and butterflies and turn tail; scared rabbits who play possum and cry crocodile tears before they go belly up; spineless jellyfish who clam up with a frog in the throat whenever the cat gets their tongue; mousy worms who quail and flounder and then, quiet as mice, slink off and then return to the fold with their tails between their legs; and shrimpy pipsqueaks who fawn like toadies until you want to go belly up and croak.

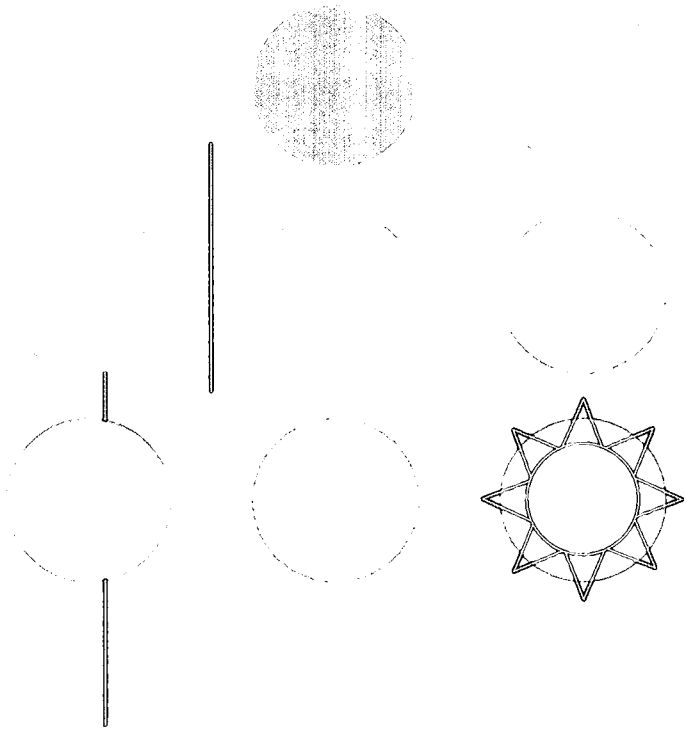
Let's face it. It's a dog-eat-dog world we live in. But doggone it, without beating a dead horse, I do not wish to duck or leapfrog over this subject. It's time to fish or cut bait, to take the bull by the horns, kill two birds with one stone, and, before everything goes to the dogs and we've got a tiger by the tail, to give you a bird's-eye view of the animals hiding in our language.

It's a real jungle out there, just one unbridled rat race; in fact, it's for the birds. But let's talk turkey and horse sense. Don't we go a tad ape and hog wild over the bright-eyed and bushytailed eager beavers who always go whole hog to hit the bull's-eye; the eagle-eyed tigers who are always loaded for bear; and the ducky, loosey-goosey rare birds who are wise as owls and happy as larks and clams? Lucky dogs like these are the cat's pajamas and the cat's meow, worthy of being lionized. From the time they're knee-high to a grasshopper, they're in the catbird seat and the world is their oyster.

So before you buzz off, I hope you'll agree that this exhibit of animal metaphors has been no fluke, no hogwash, no humbug. I really give a hoot about the animals hiding in our English language, so, for my swan song, I want you to know that, straight from the horse's mouth, this has been no dog-and-pony show and no cock-and-bull story.

It really is a zoo out there.

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com



This summer, catch up on your Europe.

Go there. And incidentally, not pay for it. All you need to do is recruit six students to go with you, which is easy considering what an amazing experience they'll have. We're Explorica. The only student travel company using the power of the internet and other digital and cellular technologies to cut costs while enhancing the student travel experience. Right down to enabling each Tour Director to post digital pictures on our website, letting family and friends back home share in the travel experience.

To learn more, log on to explorica.com or call us at 1-888-310-7120.

©Copyright 2000-2001 Explorica, Inc. All rights reserved.

ellis.com



Introducing
ELLIS Kids ™
The most anticipated English training software in years.

As the trusted leader in English training software for over 10 years, ELLIS now offers an exciting new program–ELLIS Kids. With the same level of excellence of other products in the ELLIS family, ELLIS Kids offers powerful language instruction to school-aged learners.

Offering hundreds of hours of fun instruction, ELLIS Kids helps students cope with and succeed in everyday situations. They'll learn vocabulary and communication skills for places like the classroom, store, and hospital as well as learn to converse effectively with friends, teachers, and others.

Now we're speaking your language.

(And so are they.)



ELLIS

sales@ellis.com

ELLIS Kids is the most educationally sound software available. With tons of multimedia instruction and native language guides, ELLIS Kids can help beginning and intermediate learners to develop the essential language skills they need to be successful.

To find out more information on this highly anticipated program, contact us at **888.756.1570** or visit **www.ellis.com**.

Give your students the chance to succeed.

American Language Review

July/August 2001

The Magazine of Language Education



PINNED DOWN

Resolving Cultural Conflicts in the Classroom

FL027613

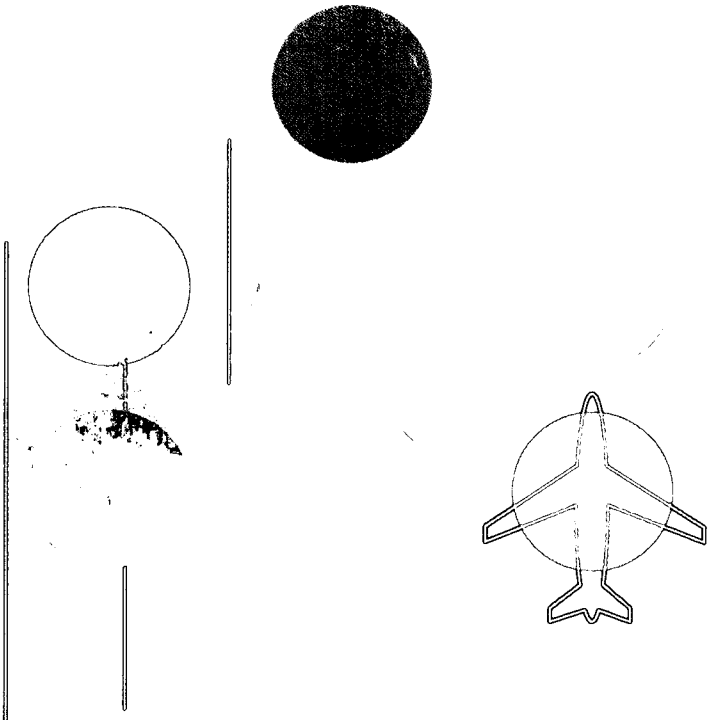
S $5.95 Canada $8.95

SSN 1092-6992

ERIC

BEST COPY AVAILABLE

195



A classroom doesn't have to be.

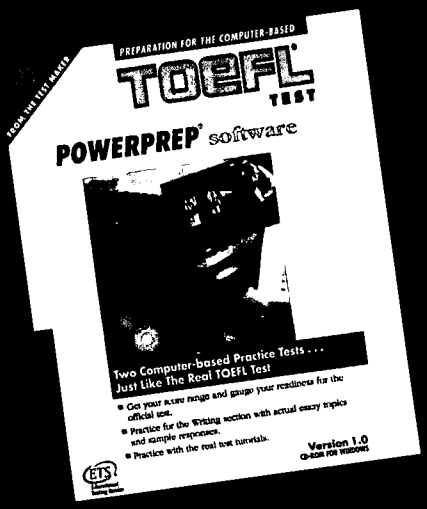
A classroom can be anywhere students learn. Be that a festival in Madrid, a class picture at the Arc de Triomphe, or a splash in the Trevi Fountain. We're Explorica, an educational travel company built for the 21st century. By using the internet to streamline the process and allowing teachers to travel for free, we not only make it easier for you to take your students abroad, but we also let you spend more time with them once you get there. Enriching their experience. Even sending digital pictures and e-mails to family back home. In short, we make it easier for teachers to do what they do best. Teach.

To learn more about Explorica, log onto explorica.com or call 888.310.7120.

© 2000-2001, Explorica, Inc. All rights reserved.

It's just like the REAL test!

TOEFL POWERPREP® Software:
Preparation for the Computer-based TOEFL® Test



Created by Educational Testing Service, POWERPREP software CD-ROM is the ONLY product available with timed computer-based tests operating under the authentic TOEFL testing software used by examinees around the world.

POWERPREP software features:

- Two timed computer-based tests with authentic TOEFL questions
- Same tutorials used on test day
- Three essay topics for writing practice
- Actual essays written by TOEFL test takers
- Score ranges at the end of each test

To order, call:
1-800-446-3319
or **visit our Web site** at
www.ets.org/store.html

Other TOEFL Test Prep Products from ETS:

- TOEFL Sampler CD-ROM
- TOEFL Test Preparation Kit. 2nd Edition
- TOEFL Practice Tests. Volume 1 and Volume 2
- POWERPREP Software for GRE® and GMAT® are also available.

TOEFL
Test of English as a Foreign Language

www.toefl.org

THE INTERNATIONAL STANDARD TOEFL FOR OVER 35 YEARS

Copyright © 2001 by Educational Testing Service. *Educational Testing Service, ETS,* the *ETS logo, TOEFL,* the *TOEFL logo* and *Powerprep* are registered trademarks of Educational Testing Service.

CONTENTS

American Language Review
The Magazine of Language Education



COVER STORY:

MULTICULTURAL CLASSROOM: Michelle Alperin explores how teachers of multicultural classes can learn from the experiences of ESL teachers. **PAGES 14-18**

FEATURES:

TESTING: E-rater™ is automated essay scoring technology. **Cynthia Schuemann** and **Steven Donahue** discuss E-rater's use in the community college ESL classroom. **PAGES 19-20**

EMPLOYMENT: Jack Longmate and **Karen Stanley** examine attempts to improve the lot of part-time teachers. **PAGES 21-22**

TEACHER TRAINING: Lisa Greeves describes a new program for comprehensive professional development. **PAGES 23-26**

SPECIAL REPORT: Has today's lifestyle affected students' learning abilities? **Amanda Cuda** asks teachers what they think. **PAGES 28-30**

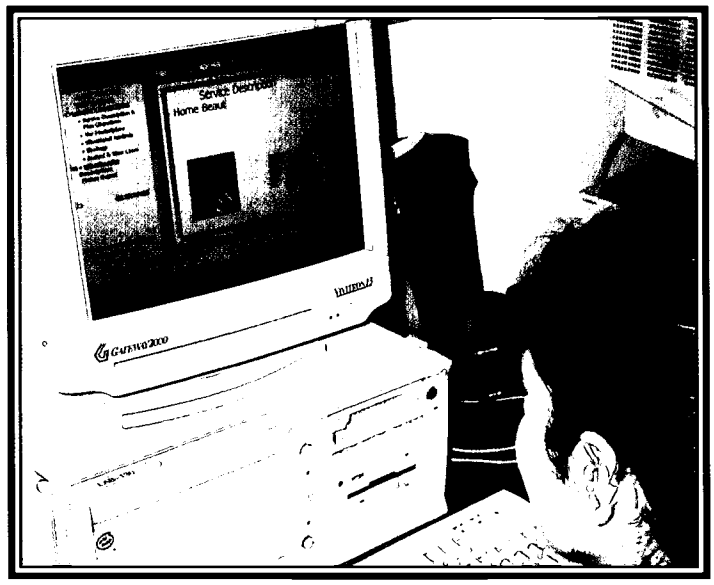
ASSOCIATIONS: Gordon Rich reports on the Correctional Educational Association. **PAGE 32**

DIALECTS: Walt Wolfram overviews the Lumbee dialect, a unique kind of American Indian English. **PAGES 34-38**

LANGUAGE TESTING: Sonya Ghassam profiles APIEL, the College Board's Advanced Placement Program in International English Language. **PAGE 39**

OPINION: Neil Seeman celebrates mass linguistic extinction. **PAGE 50**

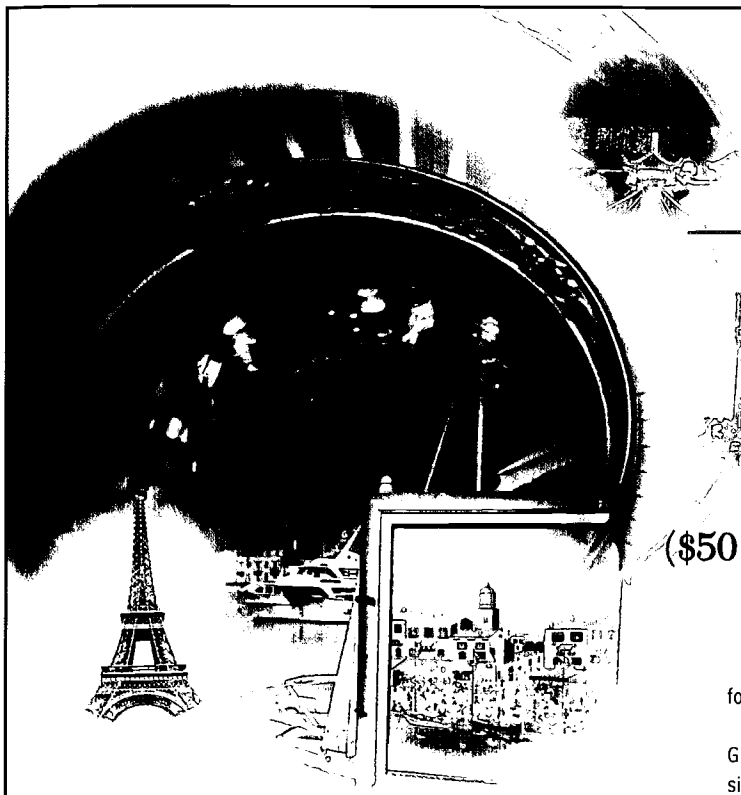
LANGUAGE TRAVEL: Dan Ward examines the tangible benefits that await students embarking on educational tours. **PAGES 51-53**



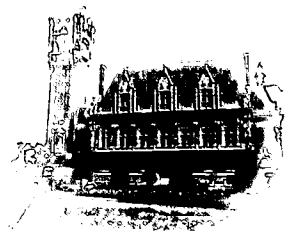
ELECTRONIC EDUCATION: **Arnie Cooper** describes how he missed the mark with PowerPoint, and how he got back on target. **Barry Bakin**'s continues his series about activities that ESL teachers can implement in a classroom equipped with one computer. **Steven Donahue** takes a look into the future. **PAGES 42-48**

Departments

Letters 8
News 10-12
Book Reviews 40
Last Laugh 54



Early Enrollment 2002



($50 OFF For 2002 Early Enrollment)

Early Enroll your 2002 traveling group by June 1, 2001, and your participants will receive $50 OFF the published catalog price for their GLOBAL VISTAS tour!

GLOBAL VISTAS has posted no price increases for catalog programs since 1999. Your group can travel in 2002 at $50 below 1999 prices — only with GLOBAL VISTAS.

The best deal in the business just got better! 1-800-757-5580

Receive a FREE Digital Camera



Every group leader who Early Enrolls even one traveler by June 1, 2001, and eventually has a group of 15 or more students with GLOBAL VISTAS for 2002 travel, will be sent a quality digital camera.

FOR FREE.

Photograph your group on tour, upload scenes from your tour to your group's personal website at globalvistas.com. Even "paste" photos taken that day onto your "e-postcards" sent home from Europe.

Your Personal Group Website

Set for launch early in 2001, the new GLOBAL VISTAS website (globalvistas.com) will make the job of recruiting and tracking your group easier than ever before.

Every group will have their own dedicated website.

Every group will be allowed to enroll instantly, online.

Every group leader will be able to stay in touch with all group members, in real time.

After all, making your job easier is our job!

GLOBAL VISTAS
Where quality is the difference.

www.globalvistas.com • 1-800-757-5580 • "The Class of the Field"©



Crisis? What Crisis?

THE RECENT release of the 2000 Census figures has revealed that immigration is moving away from the traditional port of entry states like California, Texas and Florida, and has spread out deep into the heartland of America. Figures from just one state, Tennessee, show that the Hispanic population there increased by 278% in the 1990s.

This influx of immigrants, primarily from Mexico, into new destination states in the South and the Midwest, represents an extraordinary challenge to educators, school board administrators and politicians at all levels. The federal government has mandated that provisions must be made to accommodate English language learners in the nation's schools. Yet language-specific education funding remains elusive and the Department of Education has come under fire for its handling of Title I money. Programs like Training for All Teachers (overseen by the Office for Bilingual Education and Minority Affairs) provide grants to give classroom teachers specific training for dealing with ESL students that instructors would not get otherwise. Last year, only 34 school districts received awards through this program throughout the whole country, underlying the inadequacy of response to this crisis in our nation's schools.

In cities and towns like Des Moines, Iowa, Lincoln, Nebraska and Nashville, Tennessee, education officials are overwhelmed by the need for qualified teachers to work with limited English proficient students—and their parents. According to a report released earlier this year, Metro Nashville schools need to invest in more ESL instructors and offer intensive English classes to kindergartners with limited language skills. The report says, "Delayed mastery of writing and reading in English can mean that a student never catches up." The report, which followed a community ESL forum last summer, called for more support services for ESL students, including translators and tutors, money to decrease the ESL student/teacher ratio to 30-1, and more thorough testing to assess the academic needs of ESL students.

Despite the recommendations cited in the report, the Metro Nashville school board decided not to include any new funding for ESL programs when it approved a $442 million budget for the 2001-02 school year, despite heated protests from many people who wanted $3.7 million more allocated for ESL provision. Tennessee Governor, Don Sundquist, desperate to increase funding for ESL programs, is seeking House approval to allocate more than $5 million in funding for English language education.

School districts in other states are attempting to find their own solutions to the language education crisis. In Kansas, Emporia USD 253 will begin a pilot dual language program in the fall in which native Spanish speakers and native English speakers are taught in the same classroom. As the students advance through school, the amount of academic instruction they receive in their non-native language will slowly increase. The goal is that by the fourth grade, the students will be bilingual and biliterate in English and Spanish.

Model programs like the Emporia pilot are costly and resources are limited. The reality in many school districts is that English language learners are being left to sink or swim. There is no question that specialized instruction for English language learners represents an investment of time and money. But lawmakers need to assess the contribution of immigrants to the wealth of their states and weigh it against a future where many of their residents will be unable to participate in mainstream society.

As Tim Chavez (writing in *The Tennessean*) points out, "Tennessee—which has reaped much economic wealth from the labor of immigrant parents—must finally show responsibility."

Ben Ward, Editor

200

American Language Review
The Magazine of Language Education

Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Assistant Editor	Steven Barker
Europe Editor	James Beetham
Book Reviews Editor	Karen Russikoff
Dialects Series Editor	Walt Wolfram
EdTech Writers	Barry Bakin Arnie Cooper Steven Donahue
Last Laugh	Richard Lederer
Contributors	Michelle Alperin Amanda Cuda Sonya Ghassam Lisa Greeves Jack Longmate Cynthia Schuemaan Neil Seeman Karen Stanley
Marketing	Nick Bolitho Roy Walker
Production and Web Design	Kire Productions

National Offices	11271 Ventura Blvd, Suite 513 Los Angeles, CA 91604
Telephone	(323) 658-7620
Fax	(323) 658-7530
E-mail:	
Editorial	editor@alr.org
Advertising	info@alr.org
Subscriptions	subs@alr.org
Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

American Language Review (ISSN 1092-6992) is an editorially independent publication of American Language Press, LLC. Opinions expressed by contributors and/or advertisers in ALR do not necessarily reflect the views of the Publishers nor the Distributor.
© 2001 American Language Press.

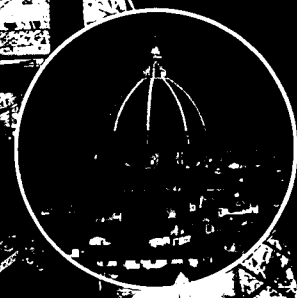
American Language Review is abstracted and indexed with ERIC.

BEST COPY AVAILABLE

C·H·A

educational tours

Teachers Travel Free
with only six students



CHA

International travel for teachers & students to:

Europe • Russia • Mexico • The Americas • Asia • South Pacific • Africa

1-800-323-4466 • www.cha-tours.com

LETTERS

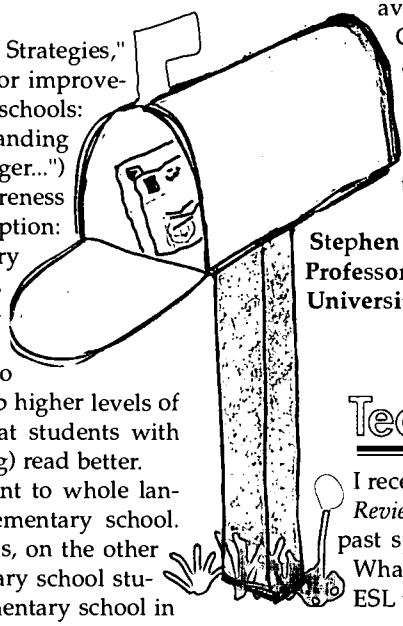
Try the Obvious

Douglas Lasken ("High Time To Reform Reading Strategies," *ALR*, May/June 2001) presents only two options for improvement of reading achievement in California's high schools: Incomprehensible texts ("the current practice of handing *The Grapes of Wrath* to a functionally illiterate teenager...") or the use of programs that focus on phonemic awareness and Greek and Latin roots. There is another option: Encouraging massive amounts of free voluntary reading through appropriate language arts and ESL instruction, and by providing a print-rich environment.

Studies show that students with more access to books read more and those who read more develop higher levels of literacy. Not surprisingly, research also shows that students with access to better libraries (more books, better staffing) read better.

Lasken attributes low high school achievement to whole language instruction and bilingual education in elementary school. There is no evidence for these accusations. There is, on the other hand, plenty of evidence that California's elementary school students have little access to books: The average elementary school in the U.S. has 18 books per child. California is dead last in the US with 11 books per child and Los Angeles Unified School District elementary school libraries have only six books per child. The US average is one librarian for every 882 students. California has one librarian for every 5,342 students and Los Angeles Unified does not provide for any professional school librarians in their elementary schools.

Before we insist on exotic approaches, we might try the obvious.



Stephen Krashen
Professor of Education
University of Southern California

Teacher Rates

I received a complimentary copy of *American Language Review* at the TESOL 2001 Convention in St. Louis this past spring and was very impressed with the articles. What would a yearly subscription cost a high school ESL teacher?

Cathy Green
Jefferson County Public Schools
Kentucky
[A one-year subscription (12 issues) to ALR *costs $27.95 - Ed.]*

No More Waiting

I haven't received my May/June '01 issue of *ALR* yet. When do/did you send them out? I am always impatient because two months is a long wait.

Kim S. Thompson
Alexandria, Virginia
[We've got good news for you, Kim. From September 2001, ALR *will be published monthly! We're looking forward to providing you and all the other* ALR *subscribers with more frequent coverage of the exciting and dynamic world of language education - Ed.]*

Interesting Timing

I'm not sure whether you planned it, but I thought the timing of your article "Sister Cities Are Doing It For Themselves" (May/June 2001, *ALR*), was extremely fortuitous. Your story coincided with the U.S. military plane crashing onto Chinese soil and subsquent political stand-off between the two nations. It was refreshing to read a story regarding U.S. and China relations that did not involve the words, "Give us our plane back". I hope the Sister City program continues to be a success.

Jeffrey Talbot
Annapolis
Maryland

The Tool to Use for a World of Understanding

SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

Featuring Three Channels of "Authentic Foreign Language Programming"

SCOLA's Live Video Streaming



<Things to Come>
Connect to our Webpage for the Future Site of The SCOLA "ESL" Network

http://www.scola.org

The way to stay in touch:
Tel: 712.566.2202, fax 712.566.2502, email scola@scola.org, or website www.scola.org

UNIVERSITY OF CALIFORNIA, IRVINE

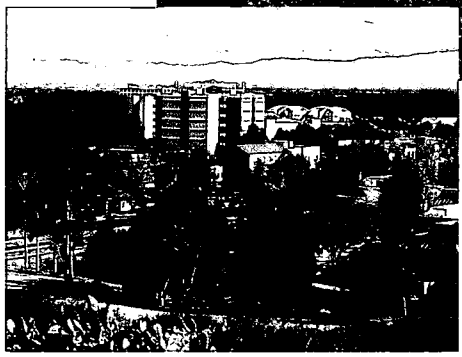
English & Certificate Programs for Internationals

Offered In Accelerated Format

Live, Learn, and Enjoy on the Southern California Coast!







POST-GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

- *PREPARE for or enhance your career as an English teacher.*
- *DEVELOP the skills you need to succeed in further post-graduate studies in TEFL and related fields.*
- *LEARN the latest methodologies from distinguished teacher-trainers.*
- *ATTEND local and/or regional professional conferences to explore the most recent trends and developments.*
- *VISIT American schools to observe teaching styles.*
- *PRACTICE your teaching skills in a classroom setting.*
- *PARTICIPATE in educational and social activities with local teachers and students.*

PROGRAM DATES:

Winter/Spring 2002	Jan. 4–June 13
Summer/Fall 2002	June 14–Dec. 12

For more information, please contact:

Angelika Volkman, Director
UC Irvine, Extension
English & Certificate Programs
for Internationals
P.O. Box 6050
Dept. ALR
Irvine, CA 92616-6050 U.S.A.

Tel: (949) 824-5991
Fax: (949) 824-8065
E-mail: uciesl@uci.edu

Visit our Web site at:
http://www.unex.uci.edu/esl

UC Irvine Extension

203

Bill Aims to Make English Official U.S. Language



Congressman Bob Barr

A BIPARTISAN group of Congressmen has introduced legislation to declare English the official language of the United States government.

This legislation, "The English Language Unity Act of 2001" would require nearly all federal official government business to be conducted in English, and all documents to be printed in English, while protecting individual Constitutional rights. Exceptions would include documents to protect public health and safety, law enforcement, court translations, and tourism.

Republican Congressmen Bob Barr of Georgia, Howard Coble of North Carolina, and Bill Jenkins of Tennessee, along with Democrat Congressmen Ralph Hall of Texas, and Ronnie Shows of Mississippi introduced H.R. 1984 at the end of May.

U.S.English Chairman/CEO Mauro E. Mujica applauded the joint Republican and Democrat effort to recognize English as the official language of the United States, and said this legislation would encourage assimilation.

"Official English would encourage immigrants, giving them an incentive to learn English and to assimilate," said Mujica. "If all government services are provided in other languages, the urgency to learn English would be gone. And without English, immigrants have little chance of obtaining decent wage-earning jobs, which statistically hurts their children's success in this country. As an immigrant whose mother tongue is Spanish, I can testify first-hand that English is indeed the key to opportunity in America.

"The 2000 Census numbers have shown that our foreign born population has increased to about 30 million within the past decade," said Mujica. "In a country which is becoming more diverse, and where 329 languages are spoken, we must have one common official language in order to unite, and communicate with each other. Of course, official English legislation would only affect government—not private businesses, organizations, churches, or private speech."

Studies of the Census show that an immigrant's income rises about 30 percent as a result of learning English. Another study published by the U.S. Department of Labor found that immigrants are slower to learn English when they receive a lot of native language support. In addition, 2000 Census numbers show that Hispanics and non-Hispanic whites are increasingly becoming segregated, creating poverty-stricken enclaves. One of the reasons cited for the creation of these enclaves is the language barrier.

So far, 26 states have already declared English as their official state government language.

Senate Approval For LEP Funding Measure

SECRETARY OF Education Rod Paige applauded the successful passage in the Senate of the education reform bill backed by President Bush saying, ""It marks the beginning of a new era in education."

The bill outlines new strategies for the education of Limited English Proficient (LEP) students including the "streamlining" of ESEA Bilingual Education Programs through performance-based grants to states and local districts. Under this provision, states will set performance objectives to ensure LEP children achieve English fluency within three years. States that do not meet their performance objectives for LEP students could lose up to ten percent of the administrative portion of their funding for all ESEA state administered formula grant programs.

Regulations on the funds mandating a particular method of instruction to educate LEP students will be prohibited.

According to policy advisor, Margaret Lamontagne, "The bilingual funding structure will now be on a formula basis as opposed to a grant basis. This is in keeping with the desire to have fewer strings attached from Washington. So rather than having every school and district have to apply directly to the federal government, it will now go out to states on a formula, and states and districts can use it to meet the needs of bilingual children."

Lamontagne added, "It is important for kids to get skills in English as soon as possible and for schools to be held accountable for doing that."

The bill still faces a further funding fight: the Senate version is worth $33 billion; the House version $24 billion; Mr. Bush asked only for $19 billion.

TESOL Joins CIPRIS Debate

TEACHERS OF English to Speakers of Other Languages, Inc. (TESOL) has added its voice to the growing chorus of opposition to CIPRIS, the nationwide system organized by the Immigration and Naturalization Service (INS) to collect information from all international students and exchange program participants. TESOL officials believe that CIPRIS (Coordinated Interagency Partnership Regulating International Students) will have a devastating impact upon the U.S. international education community, especially institutions of higher education and organizations specializing in English language programs for international students.

In response to growing international terrorism and to ensure the integrity of the U.S. immigration system, the Illegal Immigration Reform and Immigrant Responsibility Act (IIRAIRA) was passed in 1996. Among numerous changes to the U.S. immigration system, the legislation called for the INS to establish a system to collect information from, and monitor, all international students and exchange program participants. This system, which is to be fully operational worldwide by January 2003, is to be financially self-sustained through fees collected by the INS from international students.

Foreign exchange programs provide the United States with a key foreign policy asset, as well as an estimated $12 billion in revenues. TESOL and other language education associations believe that CIPRIS will undermine U.S. competitiveness and leadership in the international student market by creating barriers that will discourage prospective international students from studying in the United States. These students will prefer to study in countries such as Canada, the United Kingdom, and Australia. For example, international students who enroll in short-term education programs will be assessed the same fee as students who enroll in long-term undergraduate or graduate programs. In addition, TESOL points out, international students without Internet access or with very limited English language proficiency will have the added difficulty of accessing the CIPRIS information system, which will only be available on-line. Because of these barriers, the American Association of Intensive English Programs (AAIEP) projects that enrollment in U.S. intensive English language programs could drop as much as 15-30% by the fall, if the system is implemented by the summer.

A growing consensus in the international education community is opposing the imposition of this system. Led by organizations such as NAFSA: Association of International Educators, the Alliance for International Educational and Cultural Exchange, the American Council on Education (ACE), and AAIEP, the international education community is urging repeal of this system.

Colorado Gears Up For Bilingual Battle

COLORADO is set to become the next battlefield for opponents of bilingual education. A ballot initiative was filed in late June that will go before voters in November 2002.

It calls for a constitutional amendment mandating that English learners in Colorado public schools go into transitional classes "not normally intended to exceed one year," then be mainstreamed.

Bilingual education advocates vowed to fight the measure. They believe that the state has no right to dictate classroom policies, but they are also aware that voters in California approved similar measures in 1998 and in Arizona in 2000.

The announcement of the filing was made by Rita Montero, a former Denver school board member and liberal activist, who turned against bilingual education after she tried to take her son out of the city's bilingual program but was forced to keep him in it.

Bilingual education, she said, is "a program with great intentions that went far astray" after it was hijacked by radicals who turned it into "the last bastion of the Chicano movement." She accused bilingual educators of exploiting Hispanic children to perpetuate their jobs.

Agreeing with Montero, Joseph C'de Baca, a 15-year veteran of Denver Public Schools, said his English learners grow up "bi-illiterate."

Asked why a constitutional amendment is the right way to address a single district's shortcomings, Montero said outlying districts have an even graver shortage of qualified bilingual teachers.

"We're saying, give us fully qualified English speakers if you can't give us fully qualified Spanish speakers," Montero said.

Spanish Wrangle in N. Carolina

PROPOSED legislation requiring ballot instructions in Spanish in places where Latinos constitute 6 percent or more of the population has prompted protests in North Carolina.

During the last decade, the number of Hispanics living in North Carolina grew fivefold to nearly 380,000. They now account for roughly 5 percent of the state population, the census says.

House Majority Leader Phil Baddour said the bill would mainly apply to new immigrants who may have learned some English but could use help in exercising their right at the polls. "We're reaching out a welcome hand to make the first-generation feel like a part of our country," Baddour said.

But opponents argue that government ought to promote the dominant language and that many Hispanics in North Carolina are not even U.S. citizens who could legally vote.

"I don't see why we don't allow our language, the English language, to be the language you need when voting," said House Minority Leader Leo Daughtry.

"I have a lot of Spanish friends," added Republican Larry Justus. "Whether you like it or not, English is the language of our country.

"We're not doing them a favor letting them continue speaking Spanish," Justus added.

Some politicians warned that bilingual voting directions could launch a bilingual flood. "The next thing you know, all our stop signs will be in Spanish," said one representative.

The proposed legislation will require state senate approval before it can become law.

ERIC www.alr.org BEST COPY AVAILABLE



NEA Names New Director For School System Capacity

BOUY TE has been named as the National Education Association's director of School System Capacity.

Most recently, Te served as deputy director for the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education. In that post, the Cambodian native served on the Department's senior leadership team responsible for policies and programs related to addressing the needs of language minority students and their families.

In his new role, Te will oversee the Association's efforts related to providing support to school systems to continually improve student achievement. Working with NEA's local and state affiliates, Te will focus on issues such as improving school safety, expanding access to technology, and helping evaluate and select comprehensive school reform models.

ESL Priority For Farmworkers

ENGLISH LANGUAGE TRAINING is the top priority for farmworkers whose concerns also include housing and employment. According to Juan Prieto, an official who advises migrant workers in California, their lack of English means, "They feel uninformed. They feel like they're not putting into the community." The workers are eager to learn English, Prieto says, because it is one of the skills they need to find better jobs :mselves.

Attack Over Language Lands Man in Prison

A MINNESOTA BUSINESSMAN has been sentenced to more than seven years in prison after he attacked a man for speaking Spanish.

Cecil J. Reiners, of Burnsville, was convicted in April of first-degree assault for beating Jose Padilla with a piece of wood. Reiners had become infuriated when he found Padilla talking to two of his employees at his business, Bloomington Steel & Supply.

Hennepin Assistant County Attorney, Paul Scoggin, characterized the assault as a hate crime and asked for a sentence longer than that recommended by guidelines. "What got Mr. Reiners furious that day is that the victim and two others were speaking Spanish and he wouldn't tolerate that in his workplace," Scoggin said. "It was the language, the lack of speaking English, that drove the board into the victim's head."

The District Judge rejected the hate crime argument.

In his testimony, Reiners claimed that he told Padilla, "We don't speak Spanish here." Reiners also said he wasn't angry that the man was speaking Spanish but was upset that Padilla was interrupting his employees' work.

Bread and Roses

BRITISH DIRECTOR Ken Loach's latest film, *Bread and Roses*, takes its title from the union slogan, " We want bread, but we want roses too." It is a timely film that documents the plight of illegal workers in Los Angeles against a backdrop of the Justice for Janitors movement.



It is also a film rife with implications for accommodating newcomers to America in a non-exploitive manner. The importance of English is underlined in the lyrics of one of the film's main theme songs:

I started learning
Bloody English
Because I had
No Choice.
I had to fight
The Gringo Boss.

The movie opens with a young illegal immigrant, Maya (Mexican actress, Pilar Padilla) escaping from the "Coyotes" who helped her cross the border, and eluding attempts to rape her. With the help of her sister Rosa (played by Elpidia Carrillo, who in real life immigrated to the U.S. 15 years ago), Maya lands a low-paying job as a janitor in the graveyard shift at a large office building.



Language is a barrier that sets up parallel American work worlds: thousand dollar lawyer suits next to uniformed cheap labor. Maya's colleague astutely remarks, "The uniforms make us invisible." In fact, Pilar Padilla spent only two months learning English for the first time after Loach cast her for the role. Echoing the linguistic theme of *My Fair Lady*, the "Henry Higgins" that helps Maya with a brand of "empowerment English," is Sam (Adrien Brody), a Jewish union activist.

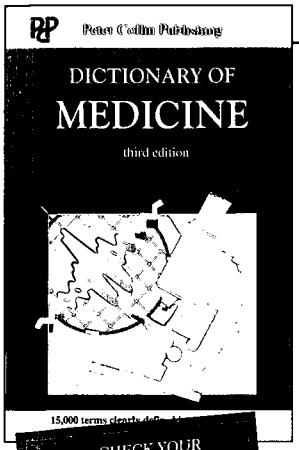
With her growing command of English and a political awakening, Maya becomes a leader in a movement to unionize the building's cleaners – a polyglot of Russians, American blacks, and Hispanics.

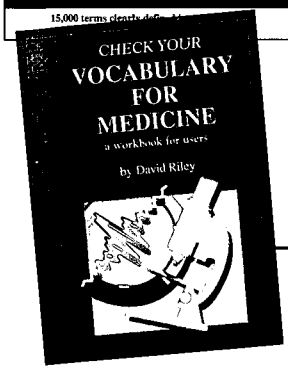
Bread and Roses provides dramatic realism, sharp political commentary, and breathtaking performances. A climatic scene with Elpidia Carillo is an agonizing Oscar-caliber monologue. Cameo appearances by stars such as Tim Roth and Chris O'Donnell provide remarkably authentic scenes as the striking janitors "crash" a party to make a point about their harsh working conditions. This event is apparently plucked from an actual event that took place at William Morris during the Justice for Janitors strike.

Bread and Roses is a wonderful ESL oriented film that can be used in conjunction with class discussions or writing assignments. While most of the film is in English, it has running subtitles in Spanish and English. It provides a compelling foil to examine issues of empowerment, class, and language.

By Steven Donohue. Images: New Media Lions Gate Entertainment

ENGLISH RESOURCES





Dictionary of Medicine, *third edition*

A new and fully revised edition of this bestselling title. Comprehensive coverage of medical practice, with terms from surgery, general practice, hospitals, clinics, nursing, pharmacy, dentistry and other specialisations included.

Each entry includes part of speech, phonetic pronunciation guide, example sentences and a clear definition. Ideal for professionals learning English for medicine.

Book: 1-901659-45-3 CD-ROM: 1-901659-38-0

Dictionary of Law, *third edition*

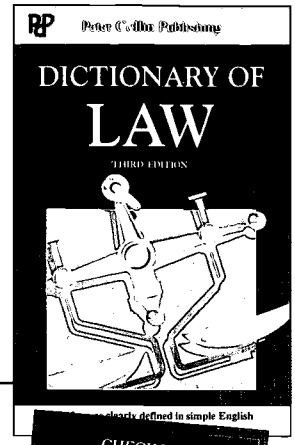
A new, revised edition of this comprehensive, bestselling dictionary. This edition covers over 7,500 terms used in British and American English. Each entry include clear definition, phonetic pronunciation, part of speech, example sentences, grammar notes and collocations to help improve vocabulary. Ideal for Law ESP courses.

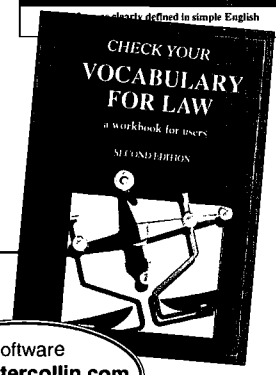
Book: 1-901659-43-7 CD-ROM: 1-901659-37-2

Vocabulary Workbooks

A range of specialist workbooks packed with games and puzzles to help students improve English vocabulary.

Workbook for Medicine, 2nd ed. 1-901659-47-X
Workbook for Law, 2nd ed. 1-901659-21-6





Software
www.petercollin.com
Resources

Peter Collin Publishing

From good bookstores or direct: c/o IPG, 814 N. Franklin Street, Chicago, IL60610 tel: 1-800-888-4741 fax: 312-337-5985 info@petercollin.com

Pronunciation Power Products

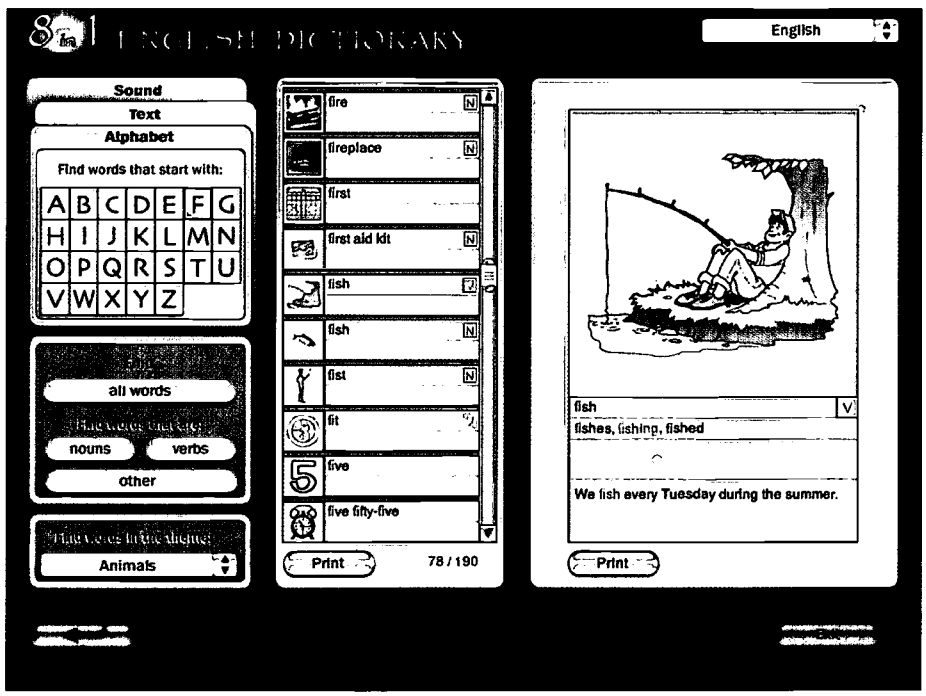
Beginner to Advanced

Exciting New English Pronunciation Software

View our new demo movies at:
www.englishlearning.com

Instructions for beginners available in 12 languages.

Site Licenses Available



For more information call 1-780-448-1032 or visit our website: www.englishlearning.com

Ethics in the Classroom



Michelle Alperin explores how teachers of multicultural classes can learn from the experiences of ESL teachers.

The ESL classroom is an environment custom-made for cultural conflict. There is usually a mix of students from different nations and economic strata, and each of those students carries deeply felt political and cultural sensitivities. Some of them come from places where tolerance of cultural differences is not particularly widespread, and where centuries of violent history have molded them to have prejudice toward foreigners. To an ESL teacher, it may sometimes seem that the only thing his or her students have in common is that their values, attitudes and beliefs are very unlike those of 21st century America.

This often-volatile confluence of cultures can create a number of problems for ESL teachers. How should we respond if a student expresses bias or shows insensitivity toward others in class? Is a teacher obligated to defend or explain American values in the classroom? How should a teacher deal with the knowledge that one of her students has violated the law, particularly immigration laws? What should a teacher do if a student denigrates the teacher's own culture? I asked a number of practicing ESL teachers how they deal with such ethical and moral issues in their classrooms. Most of them had some eye-opening stories to tell, and they also had some hard-won lessons to share with the rest of us.

One of the most difficult dilemmas for classroom teachers is how to deal with passionate outbursts by students. Susan Green, an English language instructor at Princeton University, described one classroom incident in which a student spoke out angrily against the U.S. government for its long history of unfairness toward Native Americans and Mexicans. He made the point that our government has not always respected the free speech rights of Mexicans and Native Americans. The student's comments made Green feel a little defensive about her own country, but as a language teacher, she did not want to go over the line and be drawn into rationalizing America's history. She had to decide whether to allow the student to continue, and how to respond to him. "I responded by staying neutral," Green said. "I don't feel it is appropriate for me to defend the U.S." Green simply acknowledged to the student that he was historically correct, but she then opened up the discussion to other topics. "I tried to be more of a facilitator rather than a debater," she said. "Usually other students offer a balance, and I would rather it come from them."

A particularly thorny dilemma presented itself to Green early in her career when she was employed to teach ESL to factory workers. As Green taught English to the students, she began to sympathize with their situations. They were receiving very low pay, and their working conditions were less than exemplary. Green felt the company was taking advantage of her students, due in part to their poor language capabilities. She felt sympathetic toward her students' situation, but she also knew there were definite limits to her role as a language teacher.

Rather than raise issues about unionization or benefits or wages with her students, she brought in articles from the newspaper about strikes that were then going on in the region. She also guided class discussions about how her students expressed their grievances to their managers, because many of the workers were from countries where they would be afraid to take issue with authority figures. She viewed herself as an information provider, and left any decisions about action to the workers themselves. "I didn't want to tell them what they should think or feel," she said. "I tried to expose them [to information]. Who am I to say what should or shouldn't work for them, what risks they should or shouldn't take? These are intelligent adults; they just have a language problem."

"How should we respond if a
Is a teacher obligated to defe
teacher deal with the knowle
immigration laws? What sho



dent expresses bias or shows insensitivity toward others in class?
r explain American values in the classroom? How should a
hat one of her students has violated the law, particularly
a teacher do if a student denigrates the teacher's own culture?"

There are times, of course, when a teacher cannot simply leave it up to his or her students to balance one another's statements during a discussion. When a conversation veers off into dangerous territory, the teacher may have to step in and bring it back on course. Rutgers University ESL program coordinator Ginny Schirripa has had just such an experience. While teaching an ESL class, Schirripa was guiding a conversation about cultural differences between the U.S. and the student's home countries. At one point, a Korean student observed that "there are no gay people in Korea." Schirripa had to decide how to handle the comment. On the one hand, she feels teachers are obliged to correct false impressions, but she also believes that ESL teachers should remain as neutral as possible and avoid confrontations with students. Schirripa decided to deal with the comment without directly contradicting or provoking the student. She pointed out to the class that homosexuality is widespread, and she used the United States as an example. She also pointed out that Rutgers has a gay dormitory and a Dean of Gay Affairs. This information gently countered the student's assertion, and prevented any of the students from getting upset.

Every ESL teacher's nightmare is that his or her students will verbally attack one another and use the classroom to air out historical grievances against one another's countries. If students throw down their gloves and get into a heated discussion about wars and diplomatic betrayals from the past, a teacher may find himself or herself in a role more akin to State Department peacemaker than English language teacher. Carol Friend, a professor at Mercer County Community College and a lecturer at Stanford University, tells the story of one of her colleagues who was the involuntary referee of such an event. Her colleague was teaching an ESL class at Stanford that included students from Japan and Korea. During an exercise in which the students were required to give presentations, a Korean student gave a speech to the class on the Japanese invasion of Korea during World War II. The speech included a number of references to the Imperial Japanese Army's enslavement of thousands of Korean women as involuntary sex partners (euphemistically called "comfort women") for its soldiers. "The Japanese students completely flipped out," said Friend. The teacher tried to act quickly to quell the uproar. She guided the students in a discussion to air out their opinions and feelings, and tried to insert a few pointed remarks about the virtue of tolerance. Unfortunately, her tactics didn't work: the hostility in the room was still as thick as molasses. The Koreans remained firm in their belief that their nation had been brutally victimized, and the Japanese students felt that the Korean students had embarrassed them publicly. Perhaps the most interesting aspect of this incident is the reaction of the University itself. After Stanford's ESL Department heard what happened, it enacted a policy requiring all students to get pre-approval from the department before giving presentations on controversial topics. In essence, the department determined that the episode was so unsettling that it justified a "tolerance" policy to protect the students from themselves.

ESL teacher Betsy Stokes of Princeton High School in Princeton, New Jersey also faced an ethical dilemma in her classroom that attracted the attention of her peers and the school administration. Stokes had a policy in her classroom of not requiring undocumented students to say the pledge of alle-

continued

ERIC COPY AVAILABLE

New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage



Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

ACT
INFORMATION FOR LIFE'S TRANSITIONS

861

Delta Systems offers you...

Your favorite ESL Resources at below publisher prices!

- More than *130* Publishers' materials
- Lowest prices of any on-line bookstore
- Immediate access to over *4,000* titles
- Best-sellers identified to assist ordering
- 24-hour ordering by phone, fax or internet
- Web orders receive further discount
- Serving our customers for over *20* years



JUST PHONE, FAX, OR GO ON-LINE!
Toll Free (800) 323-8270 or (815) 363-3582
Fax Toll Free (800) 909-9901 or (815) 363-2948
www.delta-systems.com

Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050

Order your FREE 2001 ESL Catalog Today!!!



Older students, who are often parents, face a different set of problems.

giance. According to Stokes, "it is important for students to respect their own cultures and their own countries." Other teachers at the school, however, became angry when Stokes' noncitizen students would stand up for the pledge of allegiance, but fail to say the pledge. When the other teachers expressed their feelings to Stokes, she felt obliged to explain her position. She told the other teachers that it would be unfair to force foreign students to disavow their home countries and pledge allegiance to ours. "It is partly my responsibility to be a go-between and to explain to the teachers that no one has to pledge allegiance to a country they are not a citizen of. That's what makes this country special. People have a right to differing opinions," she said.

Another realm of ethical decision-making faced by ESL teachers concerns the boundaries between teacher and student. Teachers traditionally have great authority over their students, particularly in some foreign countries. ESL teachers in the U.S., however, often find themselves wondering whether it is in their purview to tell adult students how they should behave. One teacher (who asked that her name not be published) gave as an example the issue of appropriate dress in the classroom. She believes that teachers should address such matters only in certain contexts. If her students raise the issue of appropriate dress, she says, then she might contribute to the discussion by suggesting reasonable parameters. She believes that it is unacceptable to firmly critique the sartorial choices of individual students. "I'm here to introduce them to society," she says. "I'm not here to teach them how to behave; they have to figure that out for themselves."

A more subtle way ESL teachers find themselves reaching into students' lives involves the inadvertent promotion of American cultural values. According to Louise Sandberg, Assistant Program Director of the ESL program at the Princeton, New Jersey YWCA, teachers must beware of promoting our culture's values, even the ones they believe to be universal human rights. When teachers promote American values like egalitarianism, for example, they are supporting a process of assimilation that modifies students' expectations and behaviors. Sandberg points out that the Latino culture, from which many of her students come, is traditionally a male-dominated culture. "When we educate these [Latina] women, it changes the dynamics in the family. . . [Whereas before] the husband was all-important and the sole provider," she explained, "the women are finding out how to maneuver in society and are making themselves important." The unfortunate result of Latina women's efforts to express their newfound power has sometimes been abuse by their husbands. As a result, the YWCA is now trying to find researchers to suggest ways to mitigate these undesirable consequences.

Do teachers have any responsibilities when they become aware their student has committed a violation of law? The fact that many ESL students are undocumented aliens raises this question with disconcerting

continued

ERIC

frequency. When Betsy Stokes of Princeton High School is asked about her students' legal status, she responds "I don't know who is or isn't [illegal]." Louise Sandberg sometimes feels she must go even farther to protect her student's privacy: she actively tries to prevent them from revealing their immigration status. During a lesson on how animals have adapted to the desert environment, one of her students commented: "Lots of people lose their lives every year coming into this country through the desert." Because Sandberg did not want to jeopardize the student, she chose to ignore the comment and steered the discussion to another topic. "We quietly moved along. Why focus on someone who is illegal and bring trouble on her and her family? . . . You don't want to stir anything up."

One thing that Stokes and Sandberg have in common is that they feel an ethical imperative to help their students make the educational, social and medical connections they need. For example, when Stokes' undocumented students are ready for college, they find that financial aid is unavailable and admission to many schools is barred because they lack a green card and a social security number. Stokes sees it as part of her role as an ESL teacher to connect these students with sympathetic admissions officers and school programs. Sandberg's student are older and are often parents, and so face a different set of problems. Sandberg and her colleagues have helped some students get into sewing classes, directed them to doctors and dentists, and have gotten their kids into summer camps and church choirs. "We try to open doors and make things available. We act as go-betweens a lot," she said.

"They feel an ethical imperative to help their students make the educational, social and medical connections they need."

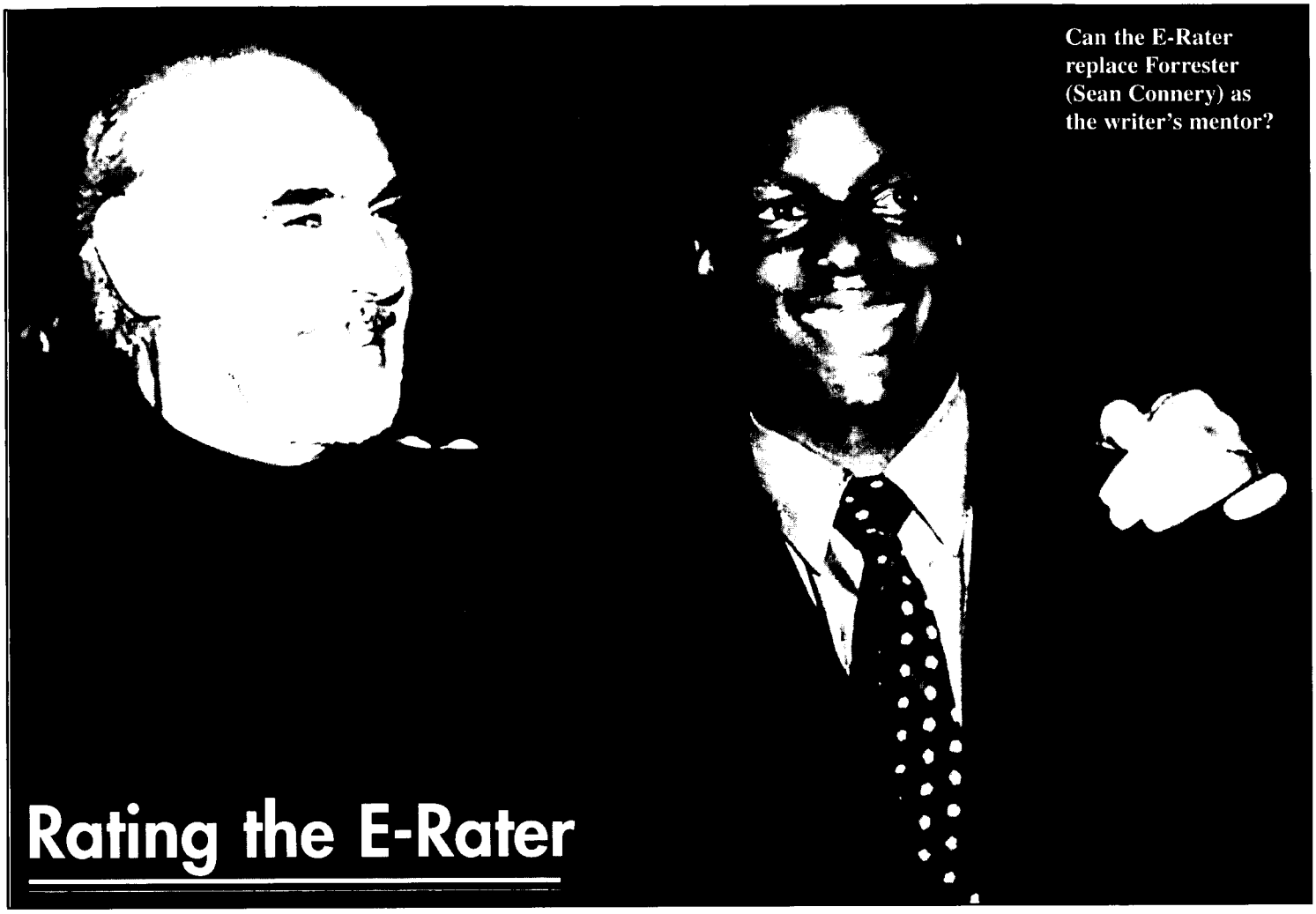
ESL classes present some of the same challenges that all teachers face, but their multicultural environments often exaggerate the social, cultural and psychological conflicts that can stand in the way of learning. The ESL teacher's difficult role is to create a safe place for international students to learn English. Maintaining one's balance in such a potentially chaotic atmosphere requires, in the words of one ESL administrator, "an insightful person who has the ability to go outside his or her boundaries. They need to be able to see the commonalities of mankind and to work beyond the differences."

Michelle Alperin is a freelance writer for *American Language Review.*



EAS 212

BEST COPY AVAILABLE



Can the E-Rater replace Forrester (Sean Connery) as the writer's mentor?

Rating the E-Rater

Developed by Educational Testing Service (ETS), *E-rater*™ is an automated essay scoring technology. ETS researchers took the general qualities of writing: syntactic variety, topic content, and organization of ideas, and found ways to directly measure each quality and automatically extract them from essays using natural language processing (NLP) and information retrieval (IR) techniques. The result was an automated scoring technology that allows the computer to be taught the features of writing and provide accurate writing assessment. Here, **Cynthia Schuemann** and **Steven Donahue** present an overview of the *E-rater*'s use in the community college ESL classroom.

"It's a 6!" exclaimed Ana Roa, a level five ESL student at Broward Community College in South Florida, as her essay was evaluated by the *E-rater*. This software package designed for use online automatically analyzes general writing ability in the form of essays online and assigns them a score on a six-point holistic scale.

A "6", the top score, is what Ana had been working for all semester. In fact, she had managed to scaffold herself from a low score of 2 on her initial composition with the aid of the *E-rater*.

Like good athletes, developing writers need excellent coaching. In the recent movie *Finding Forrester*, the eponymous character mentors a gifted inner city black teenager on the finer points of writing. He tells his charge, "Write the first draft with your heart; the second draft with your head. The secret to writing is writing."

But finding a writing coach is a challenge for many ESL students, especially for those at community colleges where writing classes can number as many as 25-30 students. Educators at these institutions can



Connery as writer/teacher Forrester

teach up to five or more sections in a term, and there is a high percentage of adjunct faculty, many of whom teach in several colleges: these are truly time-pressed teachers. Composition teachers have always been burdened by ponderous paper loads: "Teachers need to spend at least 15-20 minutes on a 500-700 word paper," advises English associate professor Josephine Tarvers of South Carolina's Winthrop University and author of *Teaching In Progress: Theories, Practices, Scenarios.*

So, as teachers struggle with timetables and paperwork, some students, especially second language learners, are not getting the crucial feedback that they need in order to progress as writers.

E-rater holds a potential solution to these problems by acting as an online writing mentor.

It is capable of paying attention to approximately 60 different aspects of a writing sample, a feat few human essay readers could achieve without getting tired or blurry eyed.

A separate scoring model is built for each topic using the features that best suit that model for evaluating essays. In developing a scoring model, *E-rater* looks at syntactic, discourse, and topic variables in a student's essay and compares the essay to a bank of hundreds of previously scored essays using statistical analyses. This "essay bank" can be custom tuned to a particular institution. Once a scoring model is certified, other essays can be submitted for an immediate score.

Dr. Jill Burstein, co-director of research at ETS Technologies and creator of the *E-rater* says, "We figured out a way to combine many of the technologies that had been developed up to that time. These included looking at syntactic structure like finding a subordinate clause, analyzing discourse structure like where a discussion starts and ends, and looking at topical content like examining vocabulary."

Determining Levels

E-rater scores can serve as useful placement indicators for students seeking admission to EAP (English for Academic Purposes) programs. A preliminary *E-rater* pilot study was recently conducted with several groups of EAP students at the North Campus of Miami-Dade Community College in Miami, Florida. The goal of the EAP program is that students exiting the program should be prepared to mainstream into freshman composition and general education courses. Findings from the study indicate that a non-native speaker who scores 6 on an *E-rater* essay used for placement could be exempt from the EAP program and considered prepared for freshman composition.

Paralleling this study, the use of *E-rater* as a writing coach at Broward Community College for Advanced I EAP writing (Level 5) resulted in a marked improvement in writing scores. Forty students re-submitted their essays multiple times during a teacher-led workshop. By the end of the semester, the mode of the writing scores submitted to *E-rater* had risen from 4 to 5, a dramatic 25%.

In the writing workshop, students discussed some of the many elements of good writing that teachers (and the *E-rater*) are responsive to. These elements involve the use of sophisticated tenses, modals, sentence variety, adverbs, and adjectives. Use of the *E-rater* in this way is not "teaching to the test," but an interactive venue where students experiment and develop their own writing heuristics to "beat the rater."

Santiago Troya, an Advanced I student, scored a 4 on the written portion of the TOEFL (Test of English as a Foreign Language) at a testing center as well as a 4 on his first *E-rater* submission in class. Eventually, he raised his writing to a score of 6 on *E-rater*. Santiago remarked, "It's not the software, per se, that is special, but the teacher's explanations about using a variety of tenses such as the perfect and progressive." Troya commented further, " When I got the 4 on the TOEFL, I had no idea of how to go about raising my writing ability. The [*E-rater*] software is like a mirror. The mirror is just reflecting my improved writing for things like organizing it in five paragraphs and using more adjectives or modals."

What *E-rater* cannot do is disambiguate nonsense as with Noam Chomsky's famous example, "Colorless green ideas sleep furiously," or deconstruct Jethro Tull lyrics that run, "In the shuffling madness of locomotive breath." A faculty reader should always be used to make sure the essay is "on track." *E-rater* as a learning tool works best when students make a good faith effort at writing an essay that fulfills the writing assignment presented in the topic. Tricking *E-rater* may be amusing, but it does little to help students improve their writing skills.

"What *E-rater* cannot do is disambiguate nonsense as with Noam Chomsky's famous example, 'Colorless green ideas sleep furiously,' or deconstruct Jethro Tull lyrics that run, 'In the shuffling madness of locomotive breath'."

Will the *E-rater* replace composition teachers?

"Never!" according to Dr. Marisa Farnum, product manager for Criterion Online Writing Evaluation. She says, "The *E-rater* scoring engine, like any software program, needs to be used responsibly for instruction and assessment. It is a highly effective tool that gives students the opportunity to write and revise their essays in a low-stakes, risk-free environment. It provides students and teachers with an independent 'first cut' analysis. From there, teachers and students can collaborate to revise and improve the essays."

In the movie, Forrester quips, "Remember that teachers can be either very effective or very dangerous." At Broward Community College, *E-rater* has proven effective as a coach in conjunction with a teacher-led writing workshop and as preparation for tests.

Cynthia M. Schuemann, Ed.D, is Chairperson of the Department of ESL and Foreign Languages at Miami Dade Community College in South Florida. Steven Donahue teaches ESL and pronunciation online in South Florida.

Part-Time Teachers: What's the Problem?



Jack Longmate and Karen Stanley discuss attempts to improve the lot of part-time teachers.

Do part-time instructors have any business complaining about their wages and working conditions when their jobs are just part-time? Some might argue that they do not; they believe it is not reasonable to expect a part-time job to provide a decent livelihood.

But such a reaction is likely based on a naive understanding of part-timers within contemporary higher education. Part-time instructors are not employed because there isn't enough work to justify full-time positions; it is primarily because of the cost savings they offer. Not only do most part-time faculty receive no benefits, their pay is not "pro-rated" with that of full-time faculty; in Washington state, for example, part-time community college faculty receive about 56 percent of what a full-time faculty would receive for an equivalent assignment. While situations differ from state to state and campus to campus, part-time faculty generally are provided no offices or paid office hours, telephones, or professional development.

Some naively assume that part-time faculty make up a minor percentage of the academic workforce. But according to the U.S. Department of Education, part-time faculty make up over 43 percent of all faculty across U.S. higher education and over 66 percent at the community college (see http://www.aaup.org/ptconf.htm#back2).

"Higher Education often looks the other way. One college president discounted the problem at his institution, saying: 'However poorly [part-time faculty] are paid today, it is perhaps relevant to point out that no one forces them to work for [this college]'."

A Boston adjunct professor synthesized the reliance on part-time faculty in these terms: "I'll call it exploitation, because they're taking unfair advantage. They pretend we're short-time, temporary workers. But we're just as much a fixture as most tenured professors."

Lamentably, it is not just the layman who fails to understand the part-time issue. Higher Education often looks the other way. One college president discounted the problem at his institution, saying: "However poorly [part-time faculty] are paid today, it is perhaps relevant to point out that no one forces them to work for [this college]. These people choose to work here because they want to." But it is disingenuous to reason that because part-time faculty accept their contracts, they are contented workers and that there is no problem. With equal logic, one could argue that since most slaves accepted their lot, the system of slavery was justified.

"An egregious abuse" is how Kathy Dietz, chair of TESOL's Sociopolitical Concerns committee, recently described the treatment of part-time faculty at U.S. public colleges and universities. The working conditions of part-time faculty, comments Dietz, are so substandard as to "define them as non-professionals" with the result that "academic quality, instructor's morale, productivity, and professional development is detrimentally affected." While the overreliance on part-time faculty is especially commonplace in the teaching of ESOL, it transcends all fields within higher education.

continued

"A different sort of problem facing part-time faculty has been the lack of networks to publicize their situation and highlight the good news, such as that offered by Vancouver Community College. While virtually all faculty associations have policies opposing the overreliance on part-time faculty, there have been few cooperative efforts across disciplinary lines."



But not all discussions consist of moans about the injustice inherent in the system. At the Colloquium on Part-Time Advocacy at the TESOL Convention in Vancouver in March 2000, Frank Cosco listened patiently as panelists from several U.S. states described efforts in their regions and on their campuses to improve the substandard conditions under which part-time faculty work. But during the open discussion, Cosco raised his hand and was eventually called upon; as soon as it was clear what he had to say, Karen Stanley asked him to repeat into the microphone to ensure it was clearly recorded.

What he said was astounding to advocates for part-time faculty. Cosco, president of the Vancouver Community College (VCC) Faculty Association, described the policies for part-time faculty at VCC, the largest college in British Columbia, Canada. At VCC, not only are part-time faculty paid pro-rata (at the same rate according to a single common salary schedule as full-time faculty, but proportionally adjusted), benefits are also either equal to or proportional with those granted to full-time faculty. In addition to health and dental care, these benefits include such things as professional development opportunities, vacations, and even accrual of seniority. Perhaps the most noteworthy feature of VCC's treatment of its faculty is the virtually automatic transition from "term" status to "regular" status. To part-time advocates in the U.S., these policies seem utopian.

A different sort of problem facing part-time faculty has been the lack of networks to publicize their situation and highlight the good news, such as that offered by Vancouver Community College. While virtually all faculty associations have policies opposing the overreliance on part-time faculty, there have been few cooperative efforts across disciplinary lines. Now, with the emergence of the Coalition on the Academic Workforce (CAW) and the Coalition on Contingent Academic Labor (COCAL), advocacy for part-time faculty has a national structure, as evidenced by the widely supported "Campus Equity Week" slated for October 28 through November 3, 2001 (see http://www.cewaction.org/)

Teachers of English to Speakers of Other Languages (TESOL) has supported both CAW and COCAL and has its own organization dedicated to advocacy for part-time educators in the U.S. and abroad, the Caucus on Part-Time Employment Concerns (COPTEC). COPTEC strives to bring about equity in pay, benefits, and working conditions, and foster discussion of this global issue within TESOL. Relative to this, COPTEC issues a newsletter and maintains an ongoing email list to allow both its members and others actively involved in part-time employment concerns to build a communication network. This network allows quick and easy exchange of information about TESOL activities, employment related articles and official statements, activities in different regions of the globe and in different parts of academia, and advice and support on particular issues.

It is indeed part-timers' business to complain about the "egregious abuse" when their efforts build momentum for reform.

Jack Longmate and Karen Stanley are both on the steering committee of TESOL's Caucus on Part-Time Employment Concerns (COPTEC).

BEST COPY AVAILABLE

Framework For The Future

Lisa Greeves describes a new program for comprehensive professional development.



The need for teacher training has never been greater than it is today. Educational standards are rising, forcing school districts to provide more and better training for their teachers. At the same time, teacher turnover rates are high, and districts are under the constant strain of training replacements. As a result, some school systems are scrambling to find professional development programs that will produce better, more inspired teachers.

The Educational Testing Service (ETS) is attempting to meet the need for teacher training with their *Pathwise* series. Based on the book *Enhancing Professional Practice: A Framework for Teaching* by Dr. Charlotte Danielson, *Pathwise* is a comprehensive training program which sets very specific standards for good teaching and shows teachers how to achieve those standards in the classroom. It includes support for preservice teachers, ongoing professional development, mentoring training, support for experienced teachers, and teacher evaluation training. "It defines good teaching," Danielson says. "A lot of the problems we have are because we don't agree on the definitions of good teaching. If you have a clear and agreed description of good teaching, then a lot can flow from that."

Pathwise is not a single course, but a series of courses. School systems can subscribe to the entire program or to the specific part (called a "prong") that suits their needs. The mentoring and induction prong, for example, is for the training of new teachers and their mentors. It is an ongoing learning process emphasizing standards, and the use of portfolios of the teachers' work as evidence of their progress. The induction training for mentors includes a four-day interactive workshop to prepare them to support and assess beginning teachers. Beginning teachers and their mentors participate in several activities together during the workshop, including observation of classroom practices, "inquiries" (a structured series of activities for the beginning teacher), and individual growth plans prepared by the teacher and mentor.

Improving Mentor Training in Cobb County

Cobb County School District, a large suburban school system in Marietta, Georgia, is starting its third year of using the *Pathwise* mentoring and induction program. *Pathwise* is the district's major tool for training mentors for its teachers. Dr. Ronda Tighe, the district's director of Staff Development, explains how the district came to use *Pathwise*: "Our state had just revised the standards for the TSS certification [the certification for mentor teachers]. We were getting ready to redesign our program. Our prior mentor training had focused on the role of the mentor. I was looking for something that would focus on student achievement. I wanted something really grounded in research." After examining Danielson's book and hearing her speak, Tighe visited ETS and examined the program thoroughly. "It's very powerful training, and very focused on the beginning teacher and the fact that the new teacher needs to focus on student achievement," she says.

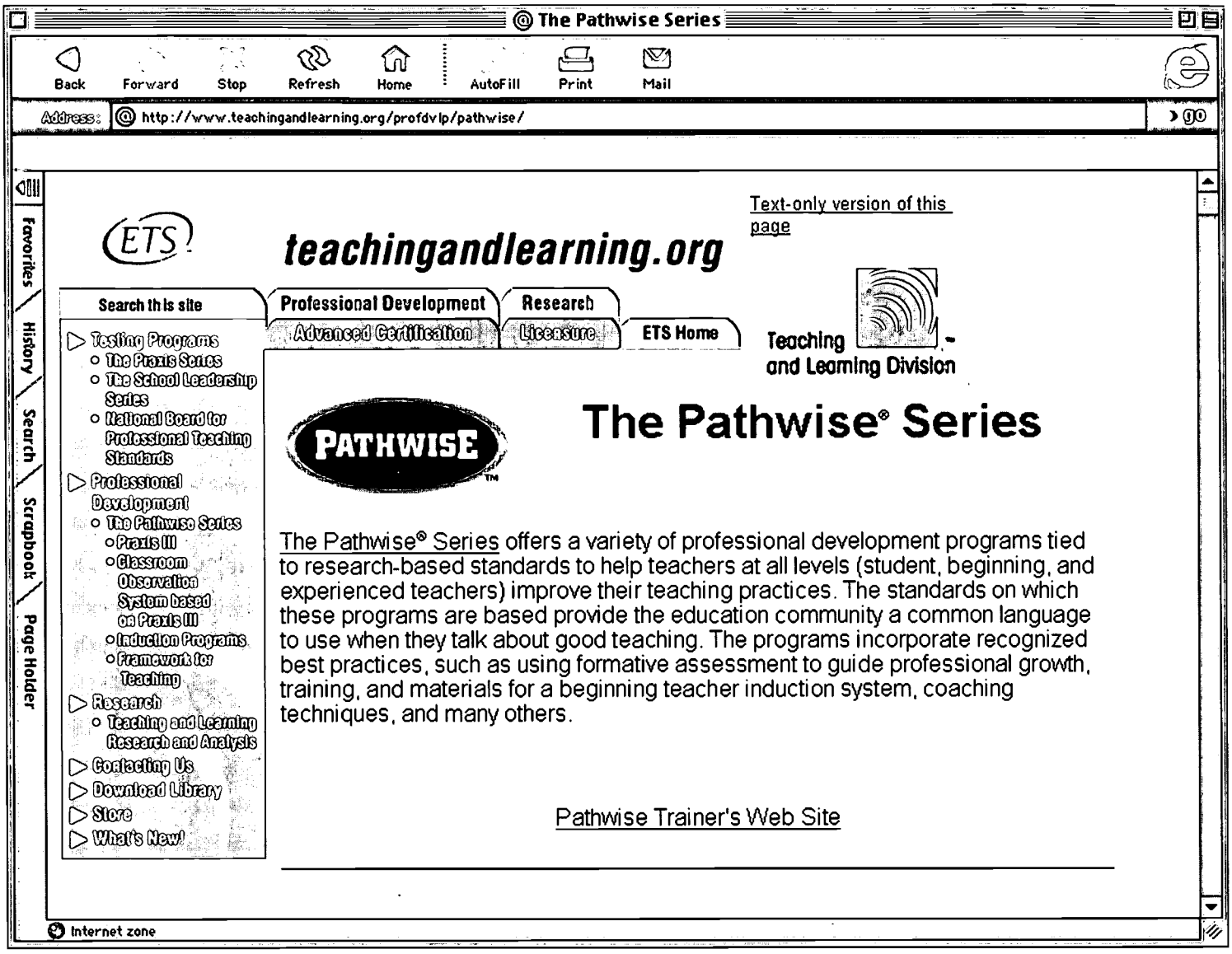
Cobb County School District trains mentor teachers each summer for five days, following the *Pathwise* regimen. It then requires each mentor to meet with his or her assigned "beginner" teachers once a month for the ten-month school year. "We begin in the preplanning time of the school year and then we have ten events set up to follow up with the beginning teacher throughout the year," Tighe explains.

Follow-up meetings can cover topics ranging from class management to how to conduct parent-teacher meetings. "We work on getting new teachers through the survival stage. Our whole focus is to help them in any way we can because we need to help students." In the past three years, the district has trained 250 teachers to be mentors, and another 150 will be trained in the summer of 2001.

Overall, the results in Cobb County have been good. "We think *Pathwise* is wonderful," Tighe said. "It's focused on effective standards. Rubrics help the begin

continued

ERIC



ning teacher see where it is that they need to be going. It's research-based on what effective teachers do. It's very concrete; it provides a framework for what to do in the classroom, and then for discussion. This is what is supposed to be happening."

Shirley Carroll has taught English for 26 years in Cobb County, and has served as a mentor and mentor trainer during the past three years. She agrees that *Pathwise* is helpful. She points out that it may have helped to improve the district's retention rates. Out of 200 new teachers she and her fellow mentors worked with during this time frame, 96% returned for the next academic year. "We were very successful," she said. Carroll stressed the benefits of the program for the mentors as well as for the new teachers. "It's really kept me fresh," she said. "It's opened up insights for me as a professional. Not only did it make me see myself as a teacher, but now [my progress] is down on paper so others can see. I really felt it was good for me."

"It's really kept me fresh. It's opened up insights for me as a professional. Not only did it make me see myself as a teacher, but now [my progress] is down on paper so others can see. I really felt it was good for me."

Newport News Has Success With Pathwise

Newport News Public Schools, an urban mid-sized school district located in Newport News, Virginia, has implemented the *Pathwise* program gradually, using only the parts it needs. According to staff development coordinator Kathleen Pietrasanta, the district uses both the teacher evaluation prong as well as the mentoring and induction component of *Pathwise*. The district began the switch to the new teacher evaluation program in 1995. The program evolved for two years, with quarterly training of teams from every school and lots of night work. Now, they have reached a point where they only have to conduct administrative training in summers, and each school has some expertise in the evaluation system.

"I can honestly say that this has been developed by the teachers of Newport News with the help of chosen consultants," Pietrasanta says. "We involved the help of over 1000 teachers and over 100 administrators. We field-tested it in 20 schools before we expanded it to all 45. We've really listened to our voices and dealt with their concerns."

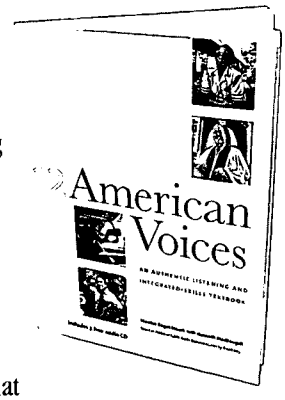
Since adopting the mentoring and induction program two years ago, the dis-

continued

Announcing the Yale Language Series for English as a Second Language

a collection of resource materials for teachers and students

Our inaugural programs coming in Fall 2001—



Twelve American Voices: ***An Authentic Listening and Integrated Skills Textbook***

Maurice Cogan Hauck with Kenneth MacDougall

Based on the award-winning producer David Isay's NPR broadcasts

Designed for intermediate to advanced English students, this book presents a series of entertaining radio documentaries featuring interviews with a culturally rich array of Americans.

Student Manual & Audio CD 0-300-08960-0

Free Instructor's Manual 0-300-08961-9

Testcraft: ***A Teacher's Guide to Writing & Using Language Test Specifications***

Fred Davidson & Brian Lynch

This clear and timely book offers language educators a how-to guide for creating language tests that reliably measure exactly what they are intended to measure. **0-300-09006-4**

The Art of Non-Conversation: ***A Re-Examination of the Validity of the Oral Proficiency Interview***

Marysia Johnson

This book examines the components of speaking ability and asks whether the OPI is a valid instrument for assessing them.

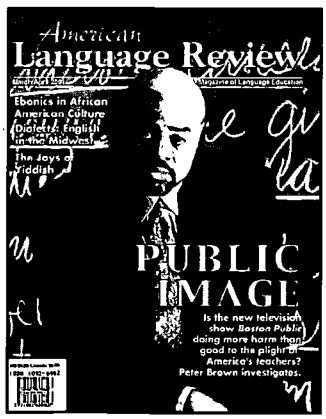
0-300-08960-0

To explore samples from these programs or request examination copies, contact us or visit www.yale.edu/yup/ESL

Yale University Press

P.O. Box 209040, New Haven, CT 06520

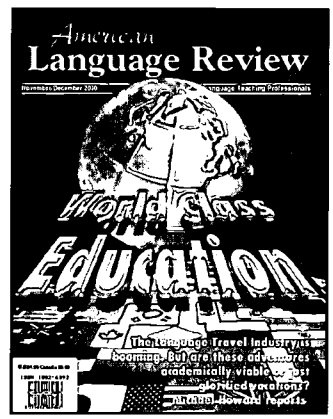
203 432 7620 specproj.press@yale.edu



Subscribe to *American Language Review.*

12 Issues for Just $27.95

Don't miss a single issue of ***American Language Review***, the refreshingly different magazine for language teachers, industry professionals and inquisitive minds.



☐ **YES!** I want to stand out from the crowd! Start my annual subscription today.

☐ **$27.95 (U.S./Canada/Mexico/APO/AEO)** ☐ **$64.95 (All other countries)**

☐ **VISA** ☐ **MASTERCARD** **CARD #** _____

EXPIRES _____

Name (As Appears on Card) _____

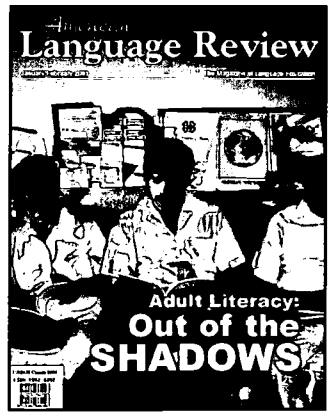
Address _____

City _____ **State** _____ **Zip** _____

Telephone _____ **Signed** _____ **Date** _____

Send your subscription to: ALR, 11271 Ventura Boulevard, Suite 513, Los Angeles, CA 91604

Now Monthly!



trict has trained 166 mentor teachers, with 60 to 70 more to be trained this summer. Over the two-year period, 180 beginning teachers have received mentors. The school district doesn't have mentors in every school yet, but they hope to by the end of this summer's training session. Pietrasanta believes that mentor relationships must be developed slowly. "Because *Pathwise* is so structured and the needs of the new teacher are so overwhelming, we say you can only mentor a new teacher in your own building," she said. "Also a mentor can only be assigned one new teacher, unless they are given extra time in their school day."

Pietrasanta has some laudatory things to say about the *Pathwise* program. "It really does define quality teaching based on research. "It really does tie to national board standards; it's identical to the kinds of things used there... If a teacher uses the materials as they were intended, it really promotes deep thought about what they are doing and that does change their teaching over time. I've heard from some teachers who've been teaching 25 years. They've said: 'It's helping me do things that I've always wanted to do.' It's powerful stuff." Pietrasanta is also candid about the level of commitment required on the part of the participating teachers. "The teacher really has to buy in to the amount of time and energy it takes. Some teachers just want to come in and teach and do their grades and go home. They are really missing out on this power."

"Pietrasanta is also candid about the level of commitment required on the part of the participating teachers. She says, 'The teacher really has to buy in to the amount of time and energy it takes. Some teachers just want to come in and teach and do their grades and go home. They are really missing out on this power'."

Michigan Education Association Adopts Pathwise

The Michigan Education Association purchased the *Pathwise* Mentoring and Induction Program during the 1999-2000 academic year and is using it throughout the 2000-2001 year. According to JaMille Jackson, associate executive director of the MEA, the purpose is to provide substantive, high-quality, effective training for mentor teachers. The Association bought the program at least partly to comply with the law: Section 380.1526 of the Michigan Revised School Code requires that every new teacher be mentored for three years. "Our members were asking for assistance in meeting the requirement," Jackson explains, "and the tremendous turnover they were having was another reason. Also this would help MEA's own goals for their teachers."

Last summer, 100 Michigan teachers participated in five days of intensive ETS training for the *Pathwise* induction program. This summer, about 80 teachers will receive an additional five days of training to become certified as *Pathwise* trainers. "We're hoping that these people will ultimately touch hundreds of people," says Jackson. Working out the logistics of that training—substitutes for additional follow-up meetings, release time, support at the district level—takes time. Out of Michigan's 40 school districts, about one quarter of them want to increase their participation in the *Pathwise* program and only five districts aren't with the program any longer. "All success is local," according to Jackson. "You don't support something you don't understand, and the districts' understanding is critical."

Jackson is very pleased with the results the Association has experienced with the new program. "I'm a real fan of *Pathwise*," she adds. "It's very systematic, very organized. The way it's packaged and organized is a real advantage in terms of its utility." Like Pietrasanta, however, Jackson is well aware of the level of commitment necessary for the program to work. "It is time-consuming, and there are forms to fill out.

"It requires a lot of effort on the part of the new teacher and the mentor. It's premised on a trusting relationship between the beginning teacher and the mentor so that the experience is risk-free, so that the new teacher can make mistakes and try new things. So part of our work is to say to the districts 'If you want this to work, you can't violate this trust.'"

ETS Is Going Online

This summer, ETS is starting a new component of the *Pathwise* series called *Pathwise Online*. Touted as "cost-effective, research-based professional development courses for educators via the Internet," the venture will eventually include a variety of professional development programs to aid teachers at all levels. Currently, the fee-free pilot program, slated to begin June 18 with 200 enrolled participants, consists of four different coaching courses tailored for school leaders, peer assistance teams, collaborative coaches and mentors of beginning teachers. Each course will be worth 30 professional development credit hours.

John Williams, general manager for the Professional Development Programs at ETS, emphasizes that *Pathwise Online* will not be the same as the *Pathwise* on-site programs. "Keep in mind, they are different. "We can't do online what we do on-site. What we can do is take good aspects of the entire program and put those online . . . We made sure to include a highly interactive program, not just a textbook on a screen.

"Our content utilizes multimedia; you can read material, view a video clip, the video clip has a transcript and an audiotape. We have a journal to document professional growth, which again emphasizes the responsibility of the learner."

Pathwise Online is just the beginning of some of Danielson's plans for the future of her popular teacher-training program. "We're looking for ways to get this to more people," she said. "For example, in the training of mentors, it makes a lot of sense for them to talk to each other about what they are doing. Going to online chat rooms or similar sites would eventually facilitate that."

Readers Note: More information about Pathwise Online is available on the web at www.teachingandlearning.org/profdvlp/pathwise/

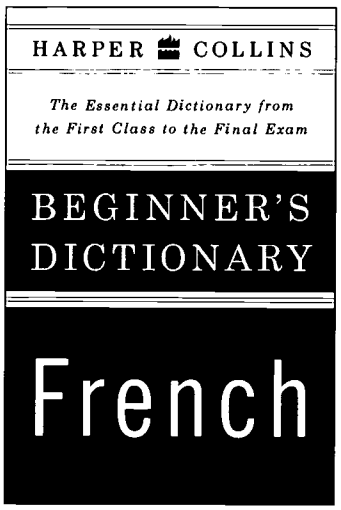
Lisa Greeves is a freelance writer for *American Language Review*.

INTRODUCING THE ESSENTIAL DICTIONARY FOR THE BEGINNING LANGUAGE STUDENT

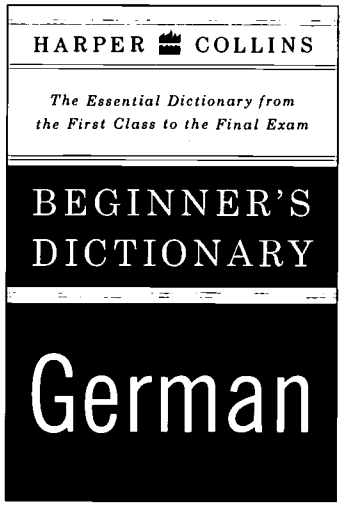
Based on teacher feedback, Collins lexicologists realized that many of the problems facing new language learners are universal: Students are looking at the incorrect definitions assuming the first one they come across is the right one; masculine and feminine articles are misunderstood; and definitions are numbered without offering any clue to context.

The HarperCollins Beginner's Dictionaries

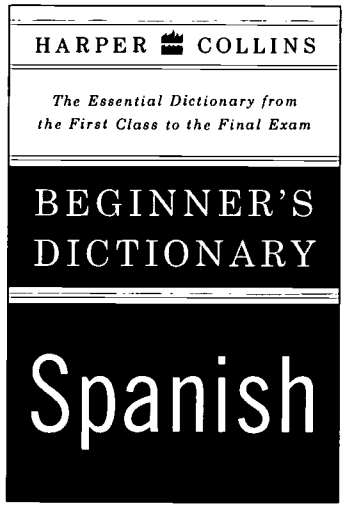
provide the most comprehensive and user-friendly foreign language reference on the market. Each entry includes a direct translation, incorporating the gender article, and a sentence (in English and in the foreign language) showing the correct usage of the word.



HarperCollins
BEGINNER'S FRENCH
ISBN 0-06-273751-1
paperback / 576pp.
$9.95 ($14.95 Can.)



HarperCollins
BEGINNER'S GERMAN
ISBN 0-06-273753-8
paperback / 672pp.
$9.95 ($14.95 Can.)



HarperCollins
BEGINNER'S SPANISH
ISBN 0-06-273754-6
paperback / 640pp.
$9.95 ($14.95 Can.)

HarperCollins Bilingual Dictionaries: Better By Definition

221 221

HarperResource
An Imprint of HarperCollins*Publishers*
www.harpercollins.com

Also Available from HarperCollins:

UNABRIDGED
[$55.00 hardcover]
French (0-06-270816-3)
Spanish (0-06-095691-7)
German (0-06-270235-1)
Italian (0-06-275516-1)

COLLEGE
[$29.95 hardcover]
French (0-06-095690-9)
Spanish (0-06-270818-X)
German (0-06-270817-1)
Italian (0-06-275254-5)

CONCISE
[$15.00 trade paperback]
French (0-06-095689-5)
Spanish (0-06-095692-5)
German (0-06-273684-1)
Italian (0-06-095677-1)
Russian (0-06-095661-5)
Portuguese (0-06-273662-0)

POCKET
[$12.00 trade paperback]
French (0-06-095664-X)
Spanish (0-06-095660-7)
German (0-06-095662-3)
Italian (0-06-095663-1)
Japanese (0-06-273758-9)

RACK
[$5.99 mass market]
French (0-06-273741-4)
Spanish (0-06-273749-X)
German (0-06-273750-3)
Italian (0-06-273752-X)
Portuguese (0-06-273748-1)
Espanol/Ingles (0-06-103160-7)

GEM
[$6.95 trade paperback]
French (0-06-093504-9)
Spanish (0-00-472414-3)
German (0-06-093505-7)
Italian (0-00-472411-9)
Portuguese (0-00-472409-7)
Russian (0-00-458652-2)
Latin (0-00-470763-X)
Greek (0-00-472222-1)
Irish (0-00-470753-2)
Japanese (0-00-470823-7)

Johnny Can Download MP3s, But Can He Read?

Has today's lifestyle affected students' learning abilities? Amanda Cuda asks teachers what they think.



In the days when a tomb raider was a criminal rather than the hero of a popular video game and movie, students did most of their research by leafing through books, not clicking away at a keyboard. Lacking the luxury of a computer, High School kids had to go to libraries to get the research materials they needed, and dictionaries – not "spell check" – were the preferred tools for editing papers. Most students were part of "nuclear" families, and mothers of school-age children typically did not work outside the home.

With the development of the Internet and other electronic media, today's students are constantly surrounded by new technology. Everything from music CDs to video games to educational material are available to them online. The typical family structure has also changed, with more single parents raising children.

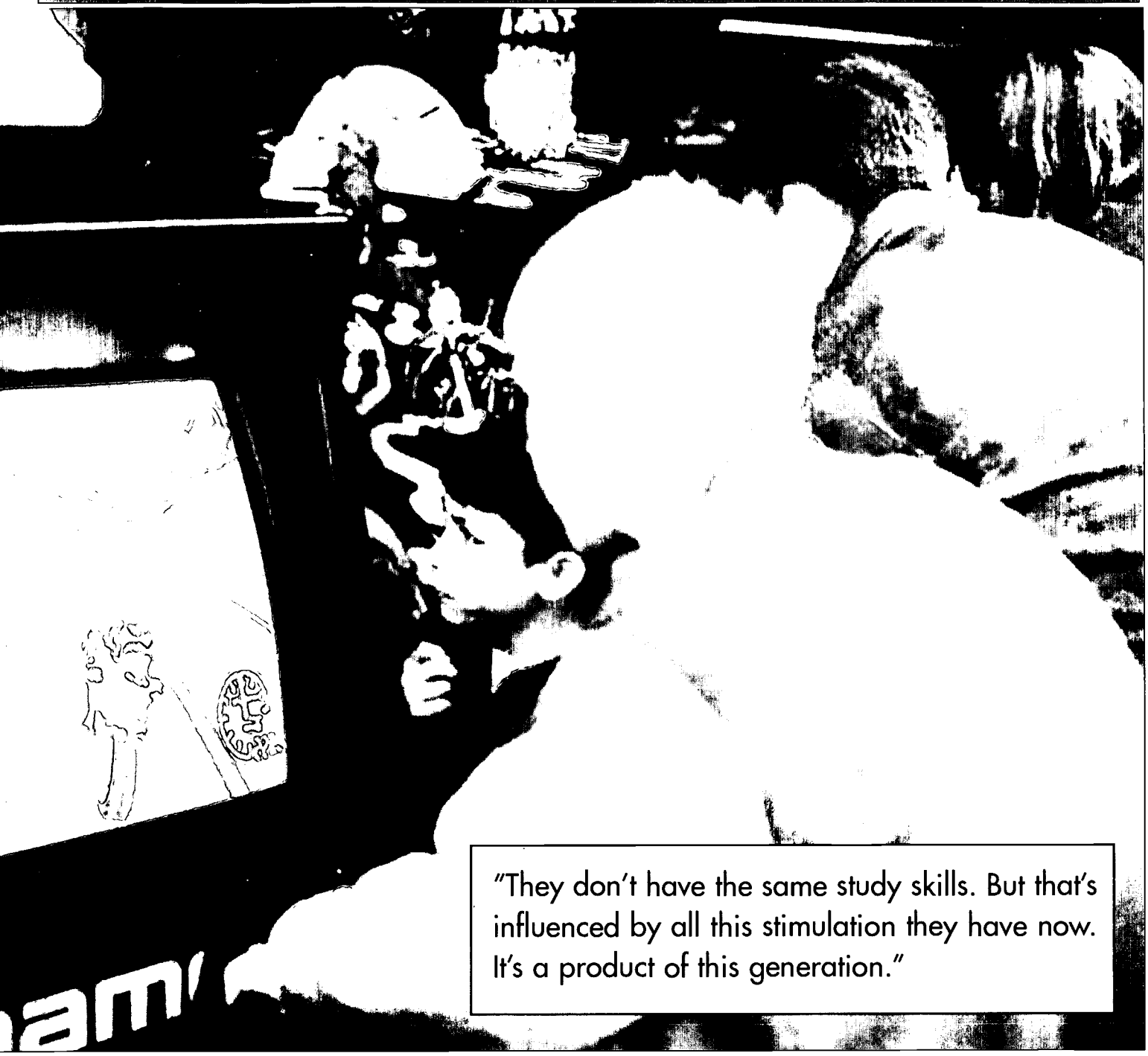
I asked some experienced teachers about the changes they have observed in their students over the years. I wanted to know if they think shifts in our society have had an impact on their students in their classroom. Most of all, I wanted to answer this question: Have recent cultural shifts affected students' ability to learn?

Linguist Nathalie Bailey says yes. Bailey, an English instructor at Lehman College at the University of New York, says today's students have particular difficulty with reading. She attributes this in part to the new technologies that compete for students' attention. Today's youths are less inclined to pick up a book for fun, Bailey said, as alternatives to literature – such as electronic games and cable television – have become more abundant. She believes the reduced emphasis on reading has resulted in the loss of specific language skills. For example, Bailey said students often don't know how to use certain parts of speech, such as prepositions.

Bailey doesn't believe that all of the changes she sees in her students are attributable to the influence of technology. "Students certainly are not doing what they should with literacy," Bailey said. "They're distracted by a lot of other things – it's not just television, either. It's also [after school] jobs, and the emphasis on making money during the summer. It used to be that kids just read during their time off from school." Bailey also teaches English as a second language, and has found that some cultures don't put a strong emphasis on reading – a trend, she said, that the United States is unfortunately following.

Jan Mordenski, an English teacher at Mercy High School, a Catholic school in Farmington Hills, Michigan, acknowledges the effect of a changing world on her students. "They can't spell anymore," she said. "They even admit it." A teacher for about 25

BEST COPY AVAILABLE



"They don't have the same study skills. But that's influenced by all this stimulation they have now. It's a product of this generation."

years, Mordenski says students have become so reliant on computer aids, such as spell check, that they often don't bother to learn the correct spellings of words. This sometimes results in students using incorrect vocabulary in their work. "They'll use a word, and spell check will tell them it's a word but it isn't the right word," she says.

Mordenski also points out that computers have altered the way students study and perform research. She says contemporary students are hurried and feel pressure to get their work done as quickly as possible, and consider reference books inconvenient. "They are going into a very fast-paced world," she says. "Rather than read a book about an author, they're much more used to reading information generated on electronic media. In fact, they read a lot less, because reading takes time and they don't have a lot of time."

This time pressure has changed the way students approach their studies, as well as their hobbies and other interests, Mordenski believes. "They get a very general education. They know a little about a lot of things, but not a lot about one or two things," Mordenski says. "There's a mindset that you better get sharp and get sharp fast. They don't have a lot of luxury time to devote to any one thing. During exams, a girl came up to me and told me she'd gotten her black belt in karate. It was something she'd really worked at. I thought 'Oh, it's really cool that she has that, because not a lot of kids do.'"

Joseph Vincenzi, a Spanish language teacher at Central High School in Bridgeport, Connecticut, says his students lack the ability to concentrate, compared to those he taught more than 20 years ago. "They don't have the same study skills," he says. "But that's influenced by all this stimulation they have now. It's a product of this generation." Vincenzi encourages his students to use dictionaries while doing their

continued.

work, and even allows students to use them during tests. He believes this helps to teach them the importance of grammar and vocabulary. "If you're weak in your first language, it's hard to learn another one."

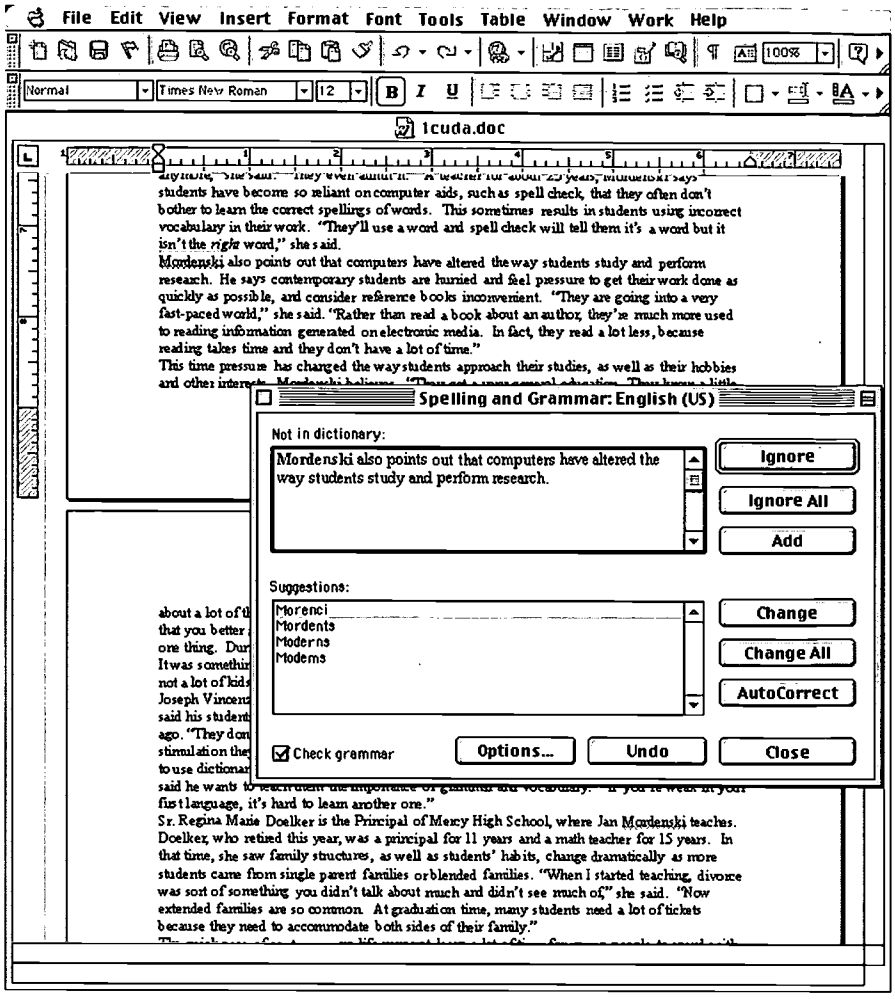
Sr. Regina Marie Doelker is the principal of Mercy High School, where Jan Mordenski teaches. Doelker, who retired this year, was a principal for 11 years and a math teacher for 15 years. In that time, she saw family structures, as well as students' habits, change dramatically as more students came from single parent families or blended families. "When I started teaching, divorce was sort of something you didn't talk about much and didn't see much of," she says. "Now extended families are so common. At graduation time, many students need a lot of tickets because they need to accommodate both sides of their family."

The quick pace of contemporary life may not leave a lot of time for young people to spend with their families. Mercy High School recently conducted a survey to evaluate the eating, sleeping and studying habits of its students. The results showed how different family life is from when Doelker started in education 26 years ago. "A lot of families don't even eat together anymore," she says "And a lot of students are sleep-deprived." Mercy High has even tried to help students cope with stress by adding an optional retreat in their senior year. The retreat gives students a chance to slow down, and has become popular. "Because of the pace of their lives, it's so important to teach these students how to reflect," she explains.

Doelker also feels that the computer age has had another unfortunate side effect – increased concerns about plagiarism. Students often copy information from web sites into their research papers, and aren't aware that they're violating copyright laws. "It's hard to catch Internet plagiarism," Doelker said. "People will take what they see online and cut and paste it and not even know that it's plagiarism."

Lorraine Tanner, a French and Spanish teacher at Ansonia High School in Ansonia, Connecticut, also agrees that the increase in divorced families often affects the way students learn. Splitting time between parents makes it difficult to study, she said, especially when a student is at one parent's house and their schoolbooks are at the other parent's house. "I think that their home life is not orderly," Tanner says. "It's not conducive to being an organized student."

Not all of the news from the front lines is bad. According to the teachers I talked to, changing times have had some positive effects on students and education. Joseph Vincenzi said new technology has made his school's language laboratory a better resource. Central High recently got new language lab facilities, with amenities he didn't have when he first started teaching. "Traditional labs didn't have computer terminals or Internet access. It was just a listening tool, really. Now students can get online, watch videos—this makes things much more enjoyable."



The good old fashioned dictionary has been superseded by the spell-check button.

Another advantage of some new technologies is that they make it easier for teachers to retain students' attention. Central High School's class schedule is arranged so teachers sometimes have a class that is 90 minutes long. Vincenzi is convinced that the traditional method of combining lectures and classroom assignments isn't enough to hold student interest for such a long period of time. "You have to make it very interesting and very colorful and very jazzy. Otherwise, they lose interest. They become bothersome. They become discipline problems." Vincenzi now has the aid of videos and other electronic props. He says other interactive forms of teaching languages – such as having students act out skits – also are more popular and help to move the time along.

Jan Mordenski has another positive note to add: today's students write longer papers, as typing on a computer keyboard is faster and easier than writing papers longhand or using a typewriter. "You can sometimes get more from students this way," she said. "Also, computers make it easier for them to edit their work."

Some technology has social benefits as well. Doelker says computers have enhanced the way students preserve their high school memories. This year's Mercy High School yearbook is the first in the school's history to have an online component. The print edition of the book comes with a disc that allows students to download 8,000 pictures of the year's activities.

Despite having brought a number of advantages, it's undeniable that the cultural evolution of the past 25 years has taken a toll on today's youth. Doelker asserts that the increasing availability of information is often confusing for young people and can make it difficult for them to concentrate and learn. "There's nothing sacred anymore as far as what the media puts out there," she says. "Kids are so bombarded with stuff and it's hard [for them] to focus."

Amanda Cuda is a freelance educational writer.

MACQUARIE UNIVERSITY ~ SYDNEY

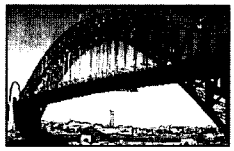
MACQUARIE UNIVERSITY~SYDNEY

POSTGRADUATE DEGREES IN APPLIED LINGUISTICS BY DISTANCE OR ON CAMPUS

The Department of Linguistics is home of the Australian National Centre for English Language Teaching and Research and four other research centres, and has over 600 current postgraduate students in over 30 countries.

- Rigorous and challenging programs
- Choose from Applied Linguistics, TESOL and Literacy strands at Masters and Diploma levels
- Mixed mode (on campus and distance) readily available
- Discussion lists linking distance and on-campus students
- Pay only for the units you take each semester
- Work at your own speed, taking from one to five units each semester
- No residence requirements for distance students
- Admissions twice-yearly
- Credit rransfer available

D App Ling
M App Ling
PG Dip App Ling
PG Cert TESOL
Also available:
PhD and MA (Hons)



Further details from:
lingdl@ling.mq.edu.au
Linguistics Postgraduate Office,
Macquarie University Sydney,
NSW 2109, Australia
Tel: +61 2 9850 9243
Fax: +61 2 9850 9352

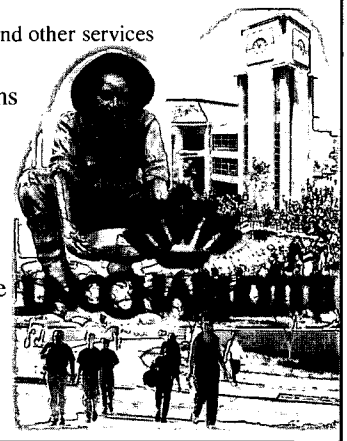
www.ling.mq.edu.au

The English Language Training Institute at the University of North Carolina, Charlotte

Since 1979, the English Language Training Institute at UNC Charlotte has offered intensive academic English in a safe, beautiful environment near a major metropolitan area.

Program highlights:
- Professional, highly qualified instructors
- 6 levels, beginning to advanced; integrated, theme-based curriculum
- 3 semesters: Fall, Spring and Summer
- Small classes in modern university classrooms
- TOEFL preparation and testing
- College credit courses for advanced ESL students
- A multimedia language center
- Access to University recreational, educational and health facilities
- Social and cultural activities
- Variety of housing choices
- Orientation and academic counseling
- Free airport pick-up, arrival assistance and other services

The Office of International Programs also offers contract ESL/culture courses for groups.



For more information, contact:
Jeff Adams-Davis, Director
English Language Training Institute
Telephone : (704) 687-2458
Fax: (704) 687-3168
E-mail: elti@email.uncc.edu
WWW: http://www.uncc.edu/elti

The current world situation provides remarkable opportunities for teachers of English as a second language. The M.A. from Wheaton College Graduate School will prepare you for the broadest range of positions in universities, language institutes, schools, and international agencies.

TESL: help meet the world's demand...



...with an M.A. or Certificate from Wheaton

The TESL programs at Wheaton College Graduate School include training in literacy, curriculum development, computer-aided language learning, language testing, program administration, as well as a teaching practicum related to your interests and goals. Also, ask about the Institute for Cross-Cultural Training (ICCT), a one-month intensive introduction to TESL offered each summer.

For more information call **800-888-0141** or visit our web site at www.wheaton.edu/tesl.

Scholarship Committed to Servanthood

Since 1860 For Christ and His Kingdom
Wheaton College
GRADUATE SCHOOL

...llege complies with federal and state requirements for non-discrimination on the basis of handicap, ...lor, national or ethnic origin in admission and access to its programs and activities.

LEARN TO SPEAK ENGLISH IN AMERICA

BEAUTIFUL PORTLAND, OREGON U.S.A.

- Portland is one of the safest cities in the USA
- Lower living expenses/No State Sales Tax to pay

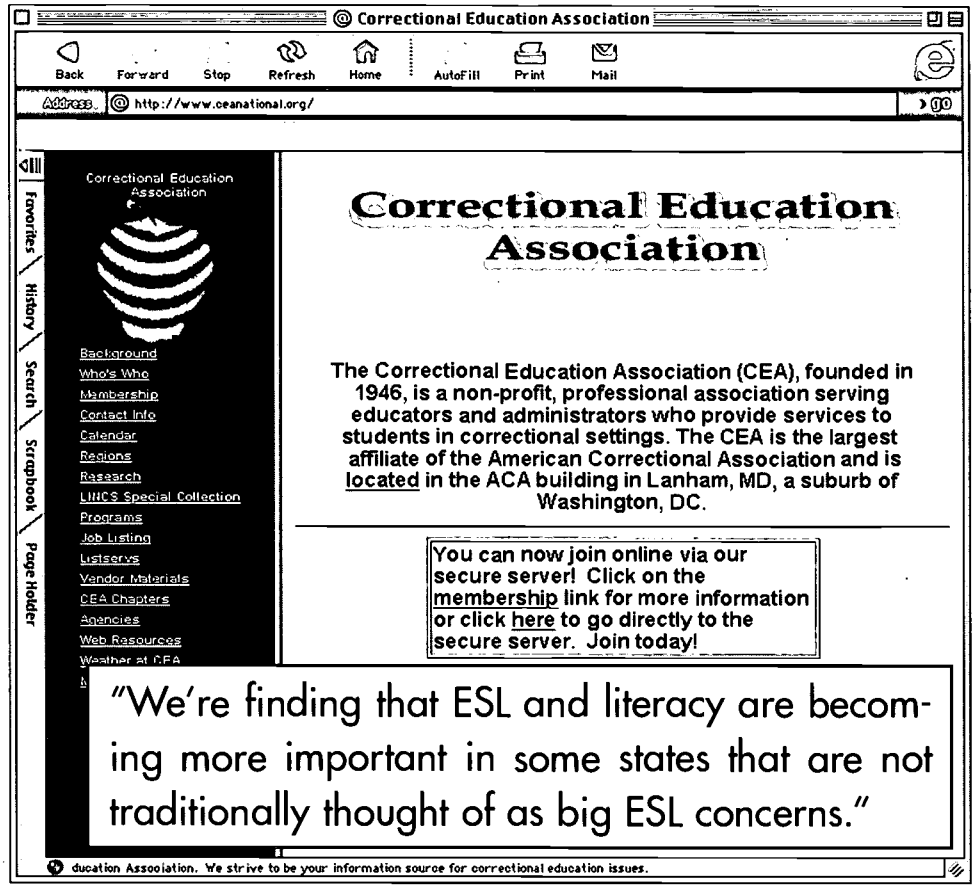
Excellent intensive English Language Program

- Monthly enrollment
- Classes for all ages
- Caring Staff
- Highly qualified teachers
- 25 to 31 lessons per week
- Airport pick-up and personalized assistance
- Short and long term programs
- Brand new on-campus furnished apartment-style living
- 10 levels of English from Introduction to Advanced
- Cambridge TOEFL preparation class

AGENTS WELCOMED!!
WESTERN PACIFIC COLLEGE
9237 SE POWELL BLVD.
PORTLAND, OREGON 97266
U.S.A.
Tel: (503) 775-8983 Fax: (503) 775-4967
www.westernpacificcollege.com
info@westernpacificcollege.com

Teaching In The Big House

Literacy and language education for prisoners represent a challenge. One organization is geared up for the task. **Gordon Rich** reports.



In the special world of inmate education, teaching literacy and language skills has always posed unique problems. Jailhouse educators learn to expect challenges and creatively work through them as they occur. "One day you can arrive to work only to find that all your students have been moved to a different facility," says veteran teacher Brian Wallace. "If nothing else, we learn how to roll with the punches."

One of the organizations helping teachers to meet these challenges is the Correctional Education Association (CEA). Founded in 1946, the CEA is a non-profit, professional association of educators and administrators who teach in correctional settings. One of its primary goals is to help teachers improve the literacy skills and language skills of prison inmates.

Steve Sturer has been the executive director of the CEA since 1986, and he has seen an increase in the need for language training for inmates. "Traditionally, ESOL is a major concern in correctional institutions, especially with those originally schooled in Spanish as their native language," Sturer said. "States such as Texas, California and Florida have always had a large number of Spanish speakers living in these areas.

"However, all of a sudden, we're finding that ESL and literacy are becoming more important in some states that are not traditionally thought of as big ESL concerns. Now, what we are seeing is that there are more and more inmates from Spanish speaking countries regardless of which state the [inmates] are in."

Sturer, a Ph.D. with a strong background in literacy education, holds firm beliefs on approaches to language education. "We don't push phonics," Sturer says, "But [we] follow the more balanced approach of the International Reading Association."

In response to the burgeoning demand for education in prison, the CEA has initiated a number of programs including involvement with the LINCS project, which provides one-stop electronic gateways to specialized information on high-quality literacy teaching practices. The materials include a Teacher/Tutor curriculum and first-hand accounts from around the globe.

Another example of innovation supported by the CEA is the training of inmates as language tutors. Teacher Jewel Kessler has established a program at the Maryland Correctional Institute in which some inmates are trained and certified as language tutors for other inmates. The tutor-training regimen is used for teaching all subjects, including language. Under the program, inmate tutors carry their lessons back to their sleeping quarters and help out in the classroom. The response from the inmates and the administration has been very positive. In fact, 200 inmates recently sent a letter to their local television station that said, in essence, "Our teacher is fantastic and we'd like you to know about it." The station dispatched a reporter to profile Kessler and her program. The news report the station aired shows Kessler's "correctional savvy" in the way she runs her classroom, and it also shows her tutors, some of whom are bilingual in English and Spanish, teaching groups of about six non-English speaking inmates.

The CEA also represents its membership in the international arena. "The ECA (European Correctional Association) has a meeting every two years," Sturer says. "I find these experiences valuable, since it gives me a new perspective on what the rest of the world thinks of the United States. When we participate in international events, I get the feeling that many other countries think Americans are crazy . . . [They think] we incarcerate for far too many reasons, that our tendency is to lock people up.

"I believe that they are right to a large degree."

Whatever the case may be, it is in the general interests of both inmates and society in general that education is a priority in our jailhouses.

Gordon Rich wrote and directed the series of videos, *Jail: Learning the Language.*

BEST COPY AVAILABLE

FULBRIGHT TEACHER and ADMINISTRATOR EXCHANGE

Opportunities for educators at the elementary, secondary, two-year and four-year college levels to:

- Exchange classrooms with teachers from other countries.
- Participate in a six-week administrative exchange.
- Attend a classics seminar in Italy.

TO QUALIFY YOU MUST:

- Be a U.S. citizen.
- Be fluent in English.
- Have a Bachelor's degree or higher.
- Be in at least your third year of full-time employment.
- Hold a current full-time teaching or administrative position.

Underrepresented groups are encouraged to apply.

For more information and an application contact:

The Fulbright Teacher and Administrator Exchange
Attention: A.L.R.
600 Maryland Avenue SW, Suite 320
Washington DC 20024
(800)726-0479 • fulbright@grad.usda.gov
www.grad.usda.gov/info_for/fulbright.cfm

Applications must be post-marked by October 15, 2001

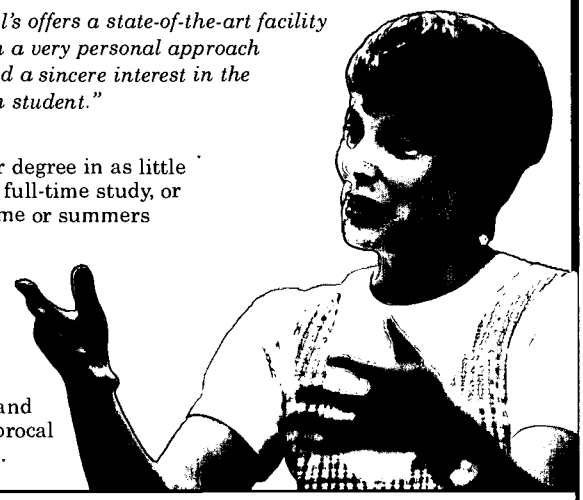
Note: Foreign nationals should contact the U.S Embassy or Fulbright Commission in their country.

~Sponsored by the United States Department of State~

Saint Michael's
MA Program in TESL/TEFL

Internationally Known Program
Distinguished Faculty
Established in 1962

"Saint Michael's offers a state-of-the-art facility combined with a very personal approach to teaching and a sincere interest in the success of each student."



Complete your degree in as little as one year of full-time study, or attend part-time or summers only.

Pursue an optional program of study toward K-12 ESL endorsement and licensure reciprocal with 37 states.

School of International Studies / Saint Michael's College
Winooski Park, Colchester, Vermont 05439-0253 U.S.A.

Phone: (802) 654-2300 • Fax: (802) 654-2595
E-mail: sis@smcvt.edu • Web site: http://www.smcvt.edu/sis

Worldwide Teachers of Mexico and Boston, MA

http://www.eltschools.org ***mexico@bostontefl.com***

C.T.E.F.L (Certificate in Teaching English as a Foreign Language)
The Boston TEFL Certificate Method® is a three-week immersion course (150 hours) offered monthly in Guadalajara, Mexico and Boston, MA.

- * Limited enrollment
- * Global placement guidance
- * Supervised teacher training on-site
- * Second career persons are welcome
- * Features a special module on "Teaching Young Learners"
- * No Second Language Necessary
- * ACTUAL STUDENTS, NO ROLEPLAYING

We are part of the department of education in Mexico, therefore, you may receive a diploma from the SEP (Secretaria de Educacion Publica) upon completion of the course. PDP Mass. Dept. of Education. Approved provider (iacet)

Tuition for both courses in Guadalajara includes:
Free airport pick-up
Free Spanish lessons
Free accommodations in a quaint posada (inn)
All materials included
Free breakfast every day at the posada

Apply on line at http://www.eltschools.org or call us at 1-800-875-5564

Cert. T.B.E (Certificate in Teaching Business English) *Sponsored by The American English Language Foundation*
This intensive, one week, 50 hour course, is specially designed for qualified EFL/ESL teachers and offered monthly. This training course is targeted toward developing practical skills and teaching American Business English.

Another way to see the World!
www.eltschools.org

Appointed Visiting Scholar at Harvard University, Thomas A. Kane Ph.D. is director of the TEFL Certificate Course.
Dr. Kane's best seller book "Teach American English Around the World,"1999, (214 pages) available through Delta Systems http://www.delta-systems.com

Madero 616 Col. Centro Guadalajara, Jalisco, Mexico
Tel 011 52 (3) 613 52 26 Fax 614 48 83
http://www.eltschools.org mexico@bostontefl.com

CTEFL/DL Distance Learning Certificate.
Internationally approved programs invite you to become part of the technology revolution. A practical teaching component is required. This TEFL course authorized by the Accreditation Council for TESOL Distance Education Courses. This program is only available from our Boston Institute. They also offer the regular CTEFL and regular Cert. TBE. For further information visit their web site at
http://www.bostontefl.com
admissions@bostontefl.com

The Continuing Education Unit

From the Brickhouse to the Swamp



Walt Wolfram overviews the Lumbee dialect, a unique kind of American Indian English.

Native American languages are in a cultural crisis. Many once-vibrant languages are now used by only a handful of elderly speakers, and as those last speakers die, their languages die with them. Despite efforts by some community members and linguists to maintain and revitalize these indigenous languages, they often simply disappear with the passing years. As a result, only a few of the Native American languages that were spoken in the 1800's are still spoken today, and the remaining ones are disappearing at an alarming rate.

What happens to the speech of Native American groups when their heritage language base erodes? Do they simply adopt the speech of the surrounding non-native community and blend into the English mainstream, or do they develop a distinct vernacular? In many cases, Native Americans have adopted the English dialect of the surrounding community. But there are also some instances where Native Americans have carved out a unique dialect niche—a kind of "American Indian English." No group is more representative of this latter category than the Lumbee Indians of North Carolina.

Who are the Lumbee?

The Lumbee are the largest Native American group east of the Mississippi and the seventh largest Native American group in the United States, with over 50,000 members listed on the tribal rolls. Although Lumbees can be found throughout the nation, they are concentrated in Robeson County, North Carolina, and are relatively unknown outside of southeastern North Carolina. In Robeson County they make up 40% of the population, and some communities in Robeson County are over 95% Lumbee. In contrast, European Americans comprise about 35% and African Americans approximately 25% of the Robeson County population, making the county a stable tri-ethnic area.

One of the curious aspects of the Lumbee is how little is known about their exact historical origins. There is ample archaeological evidence that Native Americans have inhabited the Robeson County region for thousands of years. In colonial times, the Carolinas were inhabited by speakers of several different major families of Native American languages, including Siouan, Iroquoian, and Algonquian languages. The Lumbee were among the first Native American Indians to learn English during the early English settlement of the Carolina coastal plain and were reported to be speaking English as early as the first half of the 1700s. With the growth of European settlements in the region, some tribes may have relocated or blended together, making it even more difficult to identify a specific ancestral dialect lineage for the Lumbee. Although some Lumbees believe their history can be traced to the famous Lost Colony on Roanoke Island, most scholars think that they are an amalgam of several different Native American groups.

The Lumbee were officially recognized as a tribe by a congressional act in 1956. Unfortunately, while the act recognized the Lumbee as an Indian tribe, it explicitly denied them entitlements usually afforded to recognized tribes, such as federal funding or reservation land. In fact, the Lumbees' ambiguous status as a tribe may be the ironic and unfortunate result of their early adoption of English, and their uncertain historical origin. They are one of the few Native American groups to be assigned such an ambiguous status. The Lumbees' century-



ment of Lumbee English, there is an important sense in which the dialect is a constructed identity, by which they have defined themselves as neither white nor black—a cultural "other" in the ideology of the biracial Southeastern U.S. Like other dialects, Lumbee English has distinct lexicon, pronunciation, and grammar. Although it possesses a few unique words and phrases, Lumbee English is defined more by the combination of words and structures that set it apart from Southern white and black varieties of English than the existence of exclusive Lumbee lexicon. A few distinctive terms, such as *ellick* (coffee with sugar), *juvember* (slingshot), and *yerker* (mischievous child), are mostly restricted to the Lumbee, but words like *fatback* (fat meat of a hog), *mommuck* (mess up), and *headiness* (very bad) are shared with other dialects in the Southern coastal plains. As is often the case in enclave communities, a number of social designations are also embodied in some of the vocabulary items. Thus, the term *daddy* is used for close friends as well as a parent, and teenagers may greet one another with *What's up, Daddy*. The term *Lum*, a clipped form of Lumbee, is reserved for those who have identified with their Lumbee cultural heritage. Social distinctions within the community are captured by terms like brick-house Indian and swamp Indian, which refer to higher and lower status in the community.

Pronunciation features of Lumbee English combine patterns from Mid-Atlantic coastal speech and from Appalachian English. For example, older Lumbee Indians in isolated communities pronounce side and time something like *soid* and *toim*, more like

"Although it possesses a few unique words and phrases, Lumbee English is defined more by the combination of words and structures that set it apart from Southern white and black varieties of English than the existence of exclusive Lumbee lexicon."

long quest for full recognition is certainly one of the unheralded stories of the Native American struggle to maintain cultural identity and integrity.

Lumbee English

Since the loss of their heritage language generations ago, the Lumbee have perpetuated their identity through the development of a distinctive dialect of English. Even the congressional act of 1956 acknowledged their distinct dialect by noting that Lumbees could be identified by a "distinctive appearance and manner of speech." Residents of the area also recognize the existence of Lumbee English, which differs from the speech of the neighboring African American and European American communities in Robeson County. Given tape-recorded samples of African American, European American, and Lumbee residents, listeners from Robeson County correctly identified Lumbees over 80% of the time—a higher rate than their correct identification of European Americans in the county. Although patterns of social and cultural segregation, population density, and historical continuity have contributed to the development of Lumbee English, there is an important sense in which the dialect is a constructed identity, by which they have defined themselves as neither white nor black—a cultural "other" in the ideology of the biracial Southeastern U.S. Like other dialects, Lumbee English has distinct lexicon, pronunciation, and grammar. Although it possesses a few unique words and phrases, Lumbee English is defined more by the combination of words and structures that set it apart from Southern white and black varieties of English than the existence of exclusive Lumbee lexicon. A few distinctive terms, such as *ellick* (coffee with sugar), *juvember* (slingshot), and *yerker* (mischievous child), are mostly restricted to the Lumbee, but words like *fatback* (fat meat of a hog), *mommuck* (mess up), and *headiness* (very bad) are shared with other dialects in the Southern coastal plains. As is often the case in enclave communities, a number of social designations are also embodied in some of the vocabulary items. Thus, the term *daddy* is used for close friends as well as a parent, and teenagers may greet one another with *What's up, Daddy*. The term *Lum*, a clipped form of Lumbee, is reserved for those who have identified with their Lumbee cultural heritage. Social distinctions within the community are captured by terms like brick-house Indian and swamp Indian, which refer to higher and lower status in the community.

Pronunciation features of Lumbee English combine patterns from Mid-Atlantic coastal speech and from Appalachian English. For example, older Lumbee Indians in isolated communities pronounce side and time something like *soid* and *toim*, more like the traditional pronunciation of these vowels on the Outer Banks of North Carolina than the widespread current Southern pronunciation of *sahd* and *tahm*. Tobacco and potato may be pronounced as *'baccer* and *'tater*, combining the loss of an unstressed syllable and intrusive r in the final syllable in a way that parallels both the coastal dialect and Appalachian English. When combined with pronunciations such as *tar* for tire and *far* for fire, the dialect seems to resemble Appalachian speech to listeners from other regions.

Several prominent grammatical features

continued

ERIC



characterize Lumbee English. One of the dialect icons of Lumbee English is the use of *bes* in sentences such as *That's how it bes* or *The dogs bes doing that*. Although the finite use of be is often associated with African American Vernacular English, its use in Lumbee English differs from its African American counterpart in two important ways. First, it is inflected with –s, whereas be in African American English does not take the inflectional –s. Second, finite be is more expansive in its meaning; it is not restricted to habitual activities as it usually is in African American Vernacular English. In Lumbee English, speakers can say both *She usually bes playing*, as well as *She bes playing right now*. Another prominent feature of Lumbee English is the use of weren't with past tense be in sentences such as *It weren't me* or *I weren't down there*, a feature shared with coastal dialects in the Mid-Atlantic South. Also, the use of forms of be where the perfect use of have is found in other dialects, as in *I'm been there already* for *I've been there already* or *He be took the food* for *He has taken the food* characterizes the dialect. Although

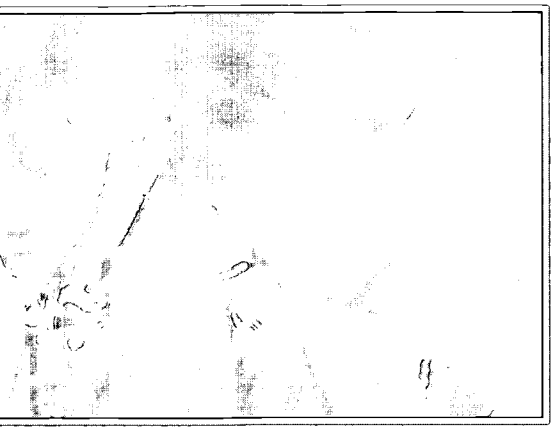
"Although many historically isolated dialect communities are now diminishing because of outside influences, this is not as evident in Lumbee English as it is in some other dialects."

all of these structures are found in other vernacular dialects of English, the particular combination of traits sets Lumbee English apart, both from surrounding vernacular dialects and other dialects of English.

The Development of Lumbee English

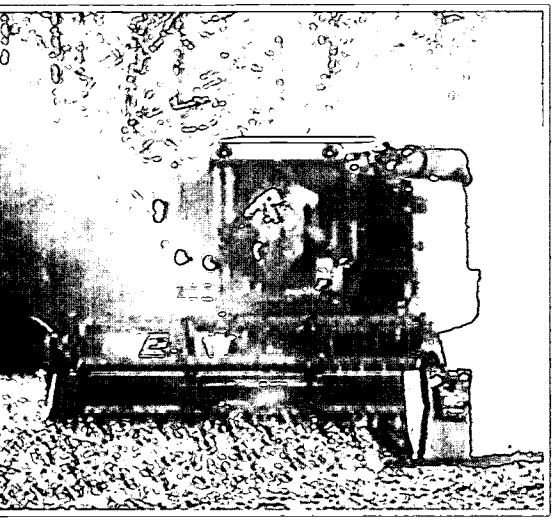
No single source can account for the development of Lumbee English. There may be some residual effects from the ancestral language, but if so, they are very subtle and not readily apparent. This is hardly surprising given the tribes' early acquisition of English, and the fact that all traces of a heritage language can be lost within a couple of generations. Instead, Lumbee English has been molded primarily from the available models of English used by the Europeans settled in the area. For example, structures like *I weren't there* and the pronunciation of fire as *far* were apparently adopted originally from the regional dialects in the vicinity. In the 1700s and 1800s, Lumbee English was connected with the coastal dialects of North Carolina, and this historical connection is still reflected in some dialect features. At the same time, there is obvious influence from the Scots-Irish who spread eastward from the Appalachian region, as well as from the Highland Scots who settled in the region during the 18th century. Some of the features incorporated into the dialect are retentions of earlier forms that were once widespread in the English language, such as the use of

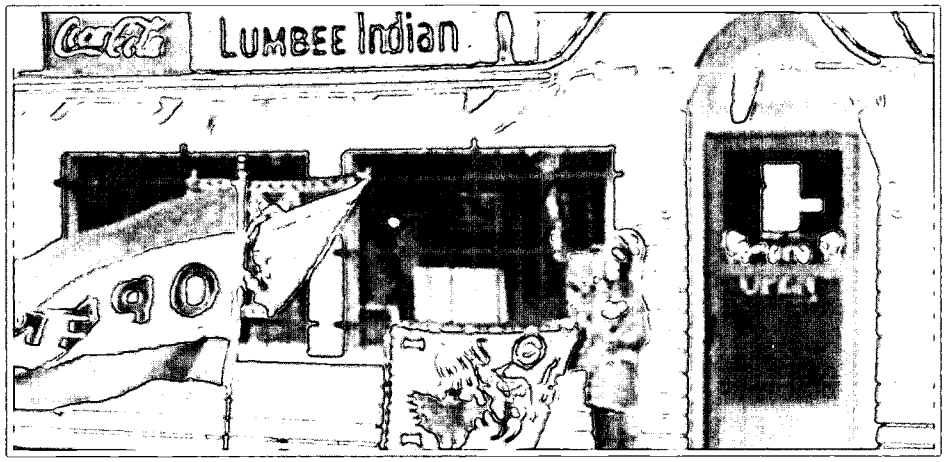
BEST COPY AVAILABLE





The congressional act of 1956 acknowledged their distinct dialect by noting that Lumbees could be identified by a "distinctive appearance and manner of speech."





forms of *be* for *have* in sentences like *I'm been there* or the use of the prefix *a-* in *She's a-fishin'*. The final ingredient added to the dialect mix includes innovations that took place within the Lumbee community itself, such as the development of some of the specialized meanings of lexical items. The resulting dialect is a distinctive blend molded from the various dialects in the region and some internal, community-based dialect development.

The Future of Lumbee English

Although many historically isolated dialect communities are now diminishing because of outside influences, this is not as evident in Lumbee English as it is in some other dialects. The set of identifying structures has shifted over time, but the dialect is still vibrant. In fact, the use of some dialect structures is actually increasing rather than receding. The use of *be* for *have* and the use of *weren't* as in *I weren't there* are still quite robust in the speech of some young people, even in the face of school-imposed standard

continued

Lumbee Vocabulary Quiz

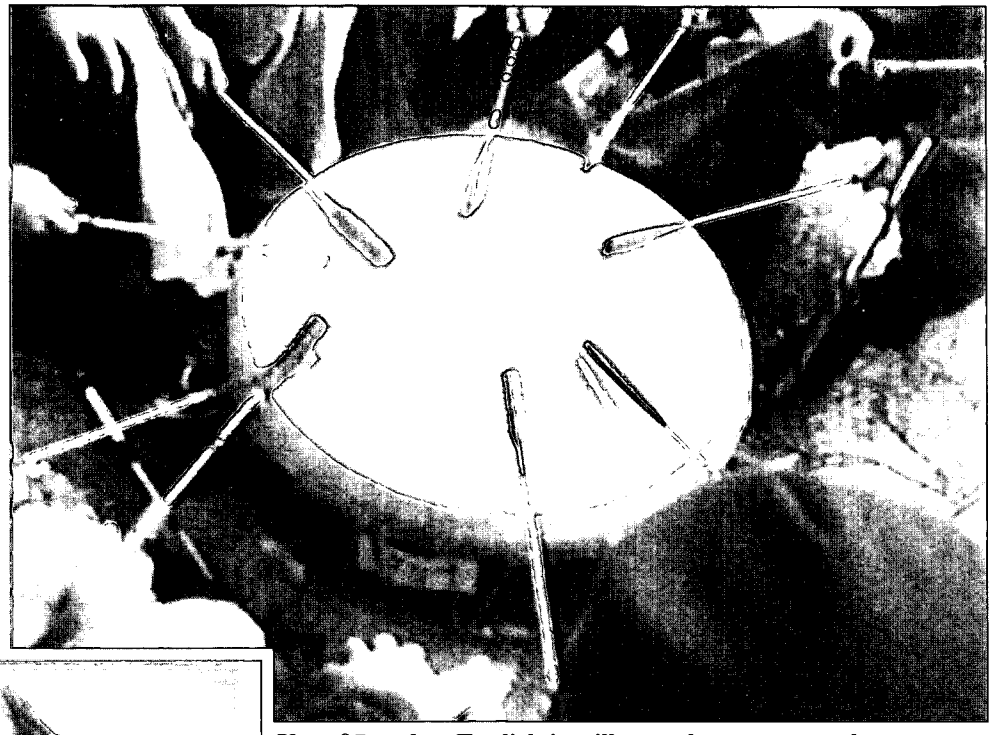
Fill in the blanks in the sentences with these words and phrases:
bate, brickhouse, buddyrow, chicken bog, ellick, headiness, jubious, juvember, Lum, on the swamp, mommuck, sorry in the world, swanny, toten, yerker.

1. He acts like a real_____.
2. She ate a_____of greens.
3. You're my_____for doing me the favor.
4. Come on down and we'll have some_____.
5. How are things _____?
6. I felt right_____after I saw the haint.
7. Don't_____the room.
8. She was_____when her horse died.
9. They tell stories about how she heard a_____.
10. Fetch me some_____; I need to wake up.
11. They made a _____from some branches they found.
12. I know you made this mess, you little_____.
13. She made the _____mess in her room.
14. I_____that I'll punish you if you don't behave!
15. He thinks that he is a_____Indian.

Answers: 1 Lum (Lumbee) 2. bate (lot) 3. buddyrow (friend) 4. chicken bog (chicken and rice) 5. on the swamp (neighborhood) 6. jubious (strange) 7. mommuck (mess up) 8. sorry in the world (sad) 9. toten (ghost) 10. ellick (coffee) 11. juvember (slingshot) 12. jerker (mischievous child) 13. headiness (very bad) 14. swanny (swear) 15. brickhouse (upper status).

ERIC

"Regrettably, their early adoption of English was subsequently used against them, as they were denied full recognition as an Indian tribe. There is little doubt that the Lumbee would be fully recognized by the U.S. government today if they had maintained their heritage language."





Use of Lumbee English is still prevalent amongst the young.

English norms. As one Lumbee educator put it, "Since the 1880s, when they started the Indian schools, they have been trying to teach us standard English and they haven't succeeded yet."

The non-mainstream status of Lumbee Vernacular English has subjected the Lumbee to a type of double jeopardy. The community lost its ancestral language heritage originally to accommodate the sociopolitical and economic exigencies of European encroachment. Regrettably, their early adoption of English was subsequently used against them, as they were denied full recognition as an Indian tribe. There is little doubt that the Lumbee would be fully recognized by the U.S. government today if they had maintained their heritage language. But they have not lost their linguistic identity. Instead, they creatively molded the English language to mark their ethnic distinctiveness. Their dialect supports their unflagging confidence that they are simply and utterly Indian. Unfortunately, many ill-informed individuals considered the dialect to have no linguistic integrity and dismissed it as an unworthy approximation of standard varieties of English. While Lumbee Vernacular English is undeniably different from standard English, it is much more than just another nonstandard dialect of English. It remains one of the most transparent and authentic markers of cultural and ethnic identity for the Lumbee, even as they embrace other dimensions of the Native American cultural renaissance.

Despite persistent institutional efforts to repress and obliterate any linguistic traces of cultural distinctiveness in their language and dialect, the Lumbee have creatively maintained a distinct manner of speech as a symbolic indicator of their identity. As local artist Hayes Allan Locklear put it: "That's [i.e., the dialect] how we recognize who we are, not only by looking at someone. We know just who we are by our language. You recognize someone is from Spain because they speak Spanish, or from France because they speak French, and that's how we recognize Lumbees. If we're anywhere in the country and hear ourselves speak, we know exactly who we are."

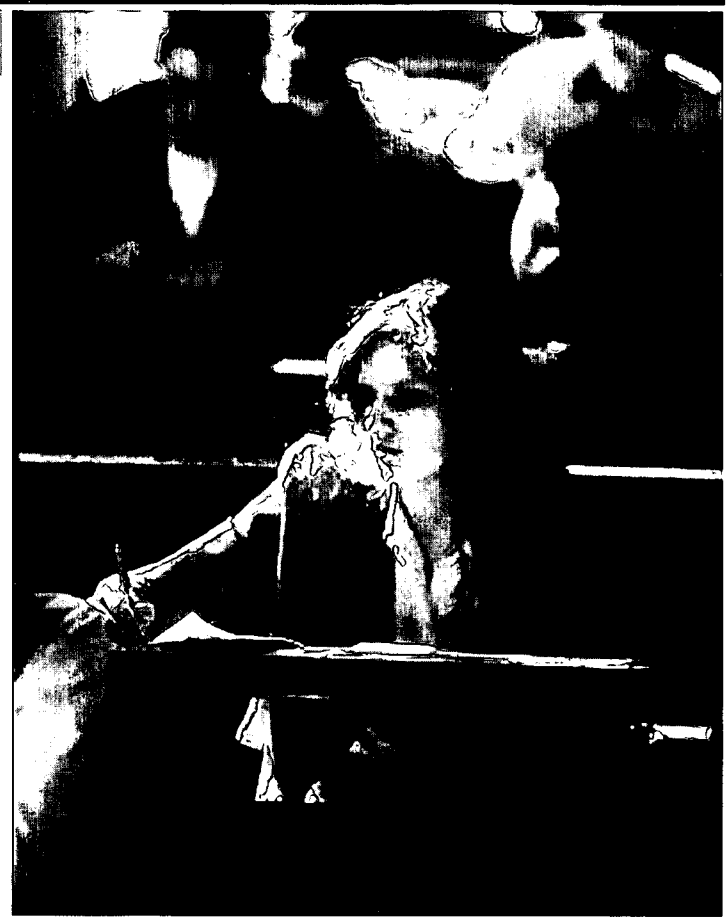
Resources

A more technical description of Lumbee English can be found in Walt Wolfram and Clare Dannenberg, *Dialect Identity in a Tri-ethnic Context: The Case of Lumbee American Indian English*. English World-Wide 20: 79-116 (1999), and in the various publications by the staff of the North Carolina Language and Life Project. These are listed at www.ncsu.edu/linguistics, along with audio samples of representative speakers. For additional information on Lumbee history and culture, visit web sites at www.lumbee.com and www.uncp.edu/ nativemuseum. More information on Native American varieties of English in general can be found in William A. Leap's book *American Indian English* (University of Utah Press, 1993). The video documentary on Lumbee English, *Indian by Birth: The Lumbee Dialect*, can be ordered at pam_ellis@ncsu.edu or www.uncp.edu/nativemuseum

Walt Wolfram is the William C. Friday Distinguished Professor at North Carolina State University.

Making Exams More Appealing

Sonya Ghassam profiles APIEL, the College Board's Advanced Placement Program in International English Language.



The APIEL [Advanced Placement International English Language] examination is designed for international students who want to demonstrate their English language ability for entrance into college and university programs as well as to potential employers. Launched in Germany in 1997, APIEL is now administered in over 50 countries around the world.

The appeal of APIEL lies in its flexibility: Candidates do not have to take extra coursework because the test is based on the assumption that they are already familiar with speaking, listening, reading, and writing in English. Another advantage of the APIEL examination is that there is no need for candidates to travel to test centers because the tests can be taken at the student's school or at another one nearby.

APIEL tests all four language skills during the three-hour exam. Listening and reading are tested with multiple-choice questions; listening by means of dialogues and short talks, and reading by means of prose texts of varying degrees of complexity drawn from a wide range of subjects. Writing and speaking are evaluated by means of essays and other extended free-response questions that require critical thinking about ideas. Each of the four skills tested counts for 25% of the total examination grade. Currently, it costs $78 to take all four tests and the fee can be paid in local currency.

The APIEL Examination is developed each year by an international team of English teachers. The present APIEL Development Committee is made up of high school and university English teachers from Belgium, China, France, Germany, Switzerland, and the United States. In their meetings, committee members are joined by a Chief Faculty Consultant who is responsible for the scoring of the free-response questions that test writing and speaking. Over the years, the make-up of this Committee changes as new members join the group and current members take their leave. In this way, it is hoped that APIEL will continue to reflect the ideas of many international educators and to keep abreast of the latest and most effective methods in language teaching.

How Should Students Prepare for APIEL?

AP International English Language is designed for non-native speakers who can use English well enough to participate in regular classes at an English-speaking university. In preparation for such study, students should develop their ability to speak and understand English in both formal and informal academic contexts, to comprehend texts frequently taught in the first year of university study, and to use the language successfully in various academic contexts. AP International English Language emphasizes the development of language proficiency rather than the coverage of a specific list of readings or a narrowly defined curriculum. Therefore, no [illegible] al courses outside the secondary school program have to be taken and no extra material has to be acquired. Materials for English language study may be selected from a wide range of subjects, including literature and the arts, history and current events, science and technology, and topics of general interest. Most of the texts are "authentic" materials drawn from books, journals, or magazines intended for native speakers of English and have been written in the twentieth century.

The exam requires students to demonstrate the following skills: the comprehension of spoken English, particularly in academic contexts; a critical understanding of written English, including excerpts from books and articles on academic subjects; an ability to express ideas and opinions in writing with clarity and fluency; and an ability to express ideas and opinions orally with accuracy and resourcefulness.

Unlike English language proficiency tests that certify only linguistic competence in English, APIEL is designed to allow students to demonstrate their readiness to participate in an English-speaking academic community on an equal footing with native speakers of English.

The exam draws on texts from various types of discourse, including writings from the sciences, social sciences, arts, and humanities, addressed to a non-specialist audience. It includes essay questions and speaking tasks that allow students to narrate, describe, and analyze. The examination also includes multiple-choice questions based on dialogues, short talks, and reading passages.

A growing number of US colleges and universities consider the APIEL in the admissions process. For a list of these institutions, go to http://www.collegeboard.org/ap/apiel/colleges/

Sonya Ghassam is an international student advisor in Geneva, Switzerland.

ERIC

TEST DRIVING TESTCRAFT

Testcraft: A Teacher's Guide to Writing and Using Language Test Specifications
Fred Davidson and Brian Lynch
New Haven and London: Yale University Press, 2001. 160 pp. $25.00

FOR MANY LANGUAGE teachers, the problem of how to evaluate their students is one of the most difficult issues facing them in their professional lives. "What is testing meant to achieve?" "Is testing fair?" "What is the best way to test" "How will parents react to testing?" and so on, are recurring questions that many teachers ask of themselves and their colleagues.

This book is intended for language teachers (both of ESL and foreign languages) who want to resolve the tensions between authentic language learning and the requisite for language testing.

In this book, the authors discuss the idea of criterion-related language test development (CRLTD), a process that should be:

- Iterative (the development of language tests happens in cycles over time, as members of a test development team collaborate)
- Feedback-laden (language tests should reflect feedback from a wide variety of sources, such as the expert opinion of colleagues, the opinions of test-takers, and data from trialing and operational test use)
- Consensus-based: (a language test should be the product of many minds, and it should reflect a collaborative consensus among many persons invested in testing at a particular test setting)
- Specification-driven: (test development should involve generative blueprints (called 'specifications') from which multiple equivalent test tasks can be produced).

After an introductory chapter that reviews criterion-referenced measurement (CRM) literature in relation to language testing and discusses the implications of viewing measurement from a norm-referenced measurement (NRM) versus a CRM perspective, the authors examine W. James Popham's model of test specifications. In Chapter 3, the authors look at "The Spec-Crafting Process" by presenting a set of problems that require resolution by educators who write language test specifications. Each problem is examined and various solutions are offered.

Chapter 4 provides an overview of the relation of specs to entire tests or test systems. In Chapter 5 "The Mandate", the authors use a number of scenarios (fictional and non-fictional) to illustrate various factors (political, theoretical, curricular, logistical, etc.) that shape a test's content.

In "The Team" (Chapter 6), the authors report on a qualitative empirical study in which groups developed language test specifications. They also provide analysis of how people interact while writing language tests.

In the final chapter ("The Agency of Testcraft"), Davidson and Lynch suggest how iterative, feedback-laden, consensus-based, specification-driven language test development can help to reform the practice of language testing. There are two appendices, the first presents "Some Essentials of Language Testing", an overview of the field of language testing with a summary of key issues in validity and reliability of language tests. Appendix 2 concentrates on "Teaching Specification Writing".

An important underlying thesis in this book is the concept of language testers as a "guild" possessed of a specialized knowledge or experiences. In writing this book, the authors have opened a door to teachers who want to become acquainted with the tools of the trade of language testing. *Testcraft* is a vital, user-friendly resource for any language teacher interested in the art of test development.

Robert McNamara (Sultan Qaboos University, Muscat) is head of language test development for the Sultanate of Oman.

CLEAR HANDWRITING

American Handwriting
Janette Haynes
McHenry, IL: Delta Publishing Co., 1995 (revised 2000)
96pp. $10.73

THIS WORKBOOK presents American handwriting in both the printed form and in the distinctive (some would say tortuous!) cursive script that we're taught in school. Suitable for both adult and teenage learners of ESL, *American Handwriting* is of particular benefit to students whose native language doesn't use Roman letters, like the teens in one of my classes who come from Ethiopia which uses the Amharic alphabet. Learning to write in another language takes a lot of practice and this book provides plenty of opportunities to do just that with sections on letters, numbers, days and months and so on. There is also a useful focus on expressions to do with money, telephone numbers, social security numbers and other vital pieces of information that students need to function in American society

In conclusion, this is a clear and simple book on teaching good handwriting designed for ESL students who do not know how to form letters. The writing teacher should find it an invaluable instructional tool for her or his classroom.

Bettina Vrasci teaches ESL in Wilmington, Delaware.

LEARN IN STYLE

The Complete Guide to the Learning Styles Inservice Program
Rita Dunn and Kenneth Dunn
Boston: Allyn and Bacon, 1999. Pp. 226.

THE AUTHORS PRESENT a step-by-step guide to organizing a successful inservice program using learning styles. Their purpose in organizing an inservice program using a learning styles approach is to have teachers experience and appreciate learning through their learning–style strengths. Since the inservice program becomes a positive learning experience, teachers will more effectively model the learning strategies for their students.

What is learning style? Learning style is the way each individual begins to concentrate on, process, internalize, and retain new and difficult information.

For the workshop organizer who wants to make an important impact on increasing student achievement levels and in providing students with life-long success in learning, this book is the key. The goal of the book, as Dunn and Dunn, explain is to improve inservice training which will, in turn, improve education. In providing a well organized, simple, style-by-style approach that is easy to follow, the book will be of great assistance to any workshop organizer.

Angela Cutolo, ESL administrator/teacher, St. John's University, Jamaica, New York.

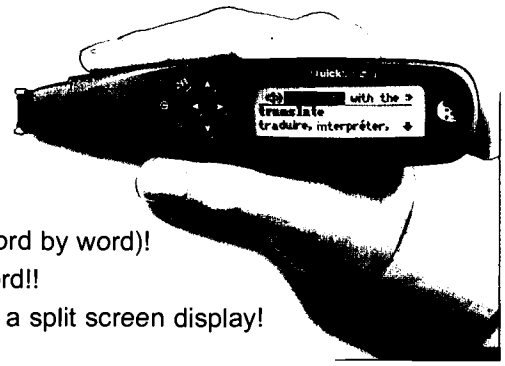
BEST COPY AVAILABLE

Scan an Entire Line of Text and See Rapid Word-by-Word Translation!



Reading and understanding a foreign language has never been easier or more fun. Students will continue learning - even out of the classroom!

Quicktionary II



Scans and translates a full line of text in seconds (word by word)!
Hear the entire line of scanned text, or a selected word!!
See the scanned text and its translations together on a split screen display!
Store the last 80 scanned words for easy review!
Download additional dictionaries from the WizCom web site!

Quicktionary II *is the perfect tool for* ***students*** *and* ***teachers****, or anyone who needs to translate between English and another language. Now your students can read, understand and communicate more effectively. It includes definitions of over 480,000 words and idioms and works with printed material in a wide range of fonts and letter sizes. Available in 28 languages. Comes complete with batteries and a protective carrying case.*

Call Toll-Free 1-888-777-0552

Quicktionary II is available now for $199

(does not include shipping and handling)

Wizcom Technologies Inc. ● 257 Great Road ● Acton, MA 01720
Tel: 978-635-5357 ● Fax: 978-929-9228 ● Email: usa.info@wizcomtech.com
Web site: www.wizcomtech.com

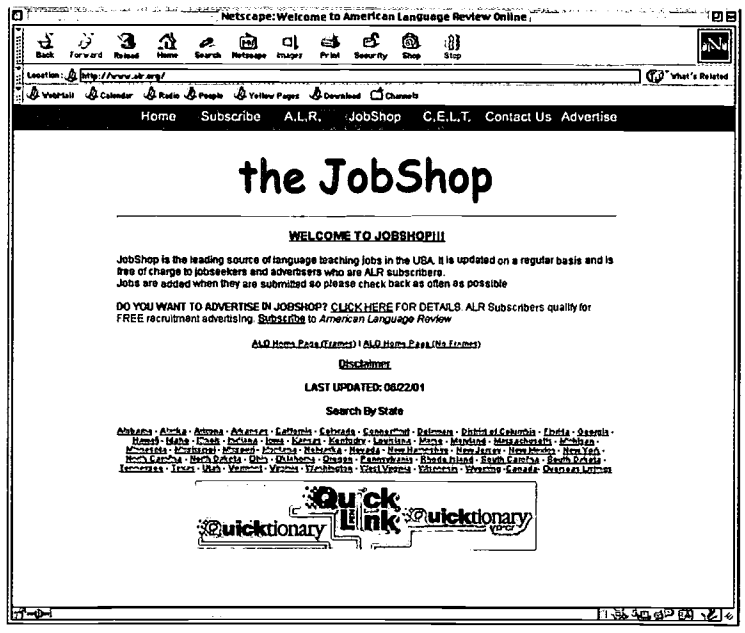
American Language Review

The Magazine of Language Education

Make *American Language Review*'s online sister *American Language Online* your first option to find the job of your dreams.

www.alr.org

Our online Jobshop is regularly updated with all the latest job listings from all 50 U.S. States. If there is a language teaching job in the U.S. we have it listed!



Our website also has a complete archive of back issues, online subscriptions, the latest news in language teaching in the U.S. and aboard.

www.alr.org's JobShop - the number 1 choice for finding your dream job!



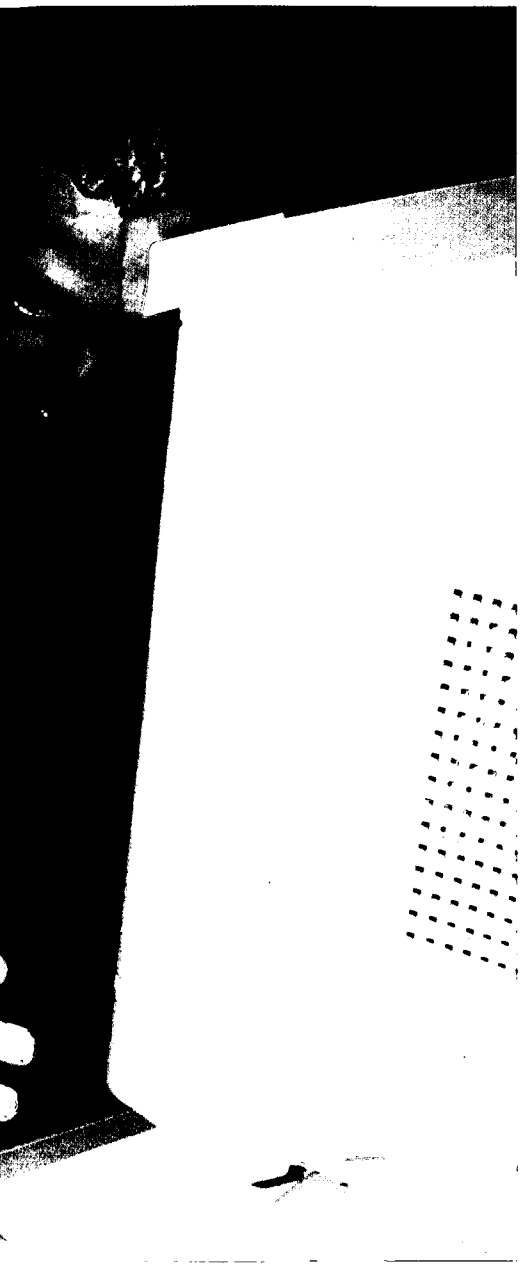
Power in the Classroom

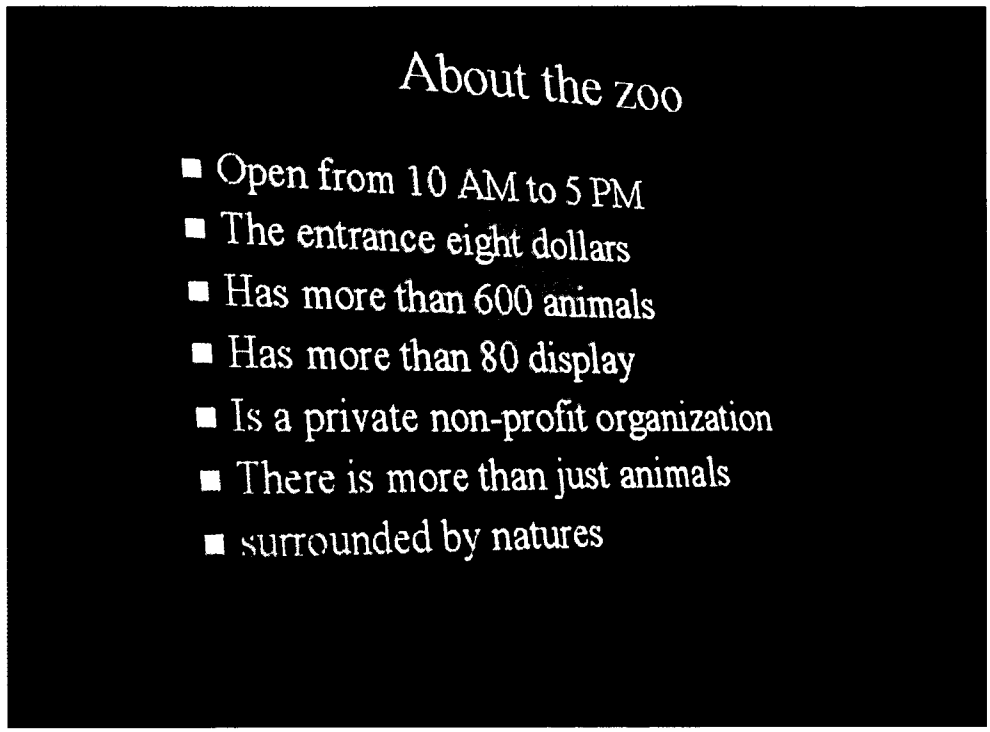
Arnie Cooper describes how he missed the mark with PowerPoint, and how he got back on target.

Do you remember when you first saw a PowerPoint presentation? I certainly do. The first time I experienced the program was at the 1997 TESOL convention in Orlando, Florida. A computer newbie at the time, I was dazzled by the words and images that seemed to drift magically across the screen. I can still recall how impressed I was. In fact, I was so caught up in the display of technological wizardry that I can't remember the subject of the presentation!

I returned from the convention filled with enthusiasm for PowerPoint. I couldn't stop thinking that PowerPoint was going to enhance my teaching, especially in my ESL and Business Communication classes. I envisioned my ESL students learning English more quickly with the aid of digitally created words and graphics on a screen behind me. All of those custom animations and sound effects—cars screeching, bells ringing—promised to bring new life to my teaching of grammar. Perhaps it would even help keep my students awake while I explained the past perfect tense.

I began using PowerPoint in class as soon as I could. As I expected, the new visual effects and sound effects that accompa-





"Over time, however, my students' response to PowerPoint changed. As the newness and excitement wore off, their short attention spans reasserted themselves in earnest. Soon my students were no longer captivated by the PowerPoint mystique."

nied my lectures enchanted my students. To them, PowerPoint was an eye-popping adventure, and they were more attentive than ever before. My fondest hopes were coming true—it seemed I had found a teaching tool that really worked.

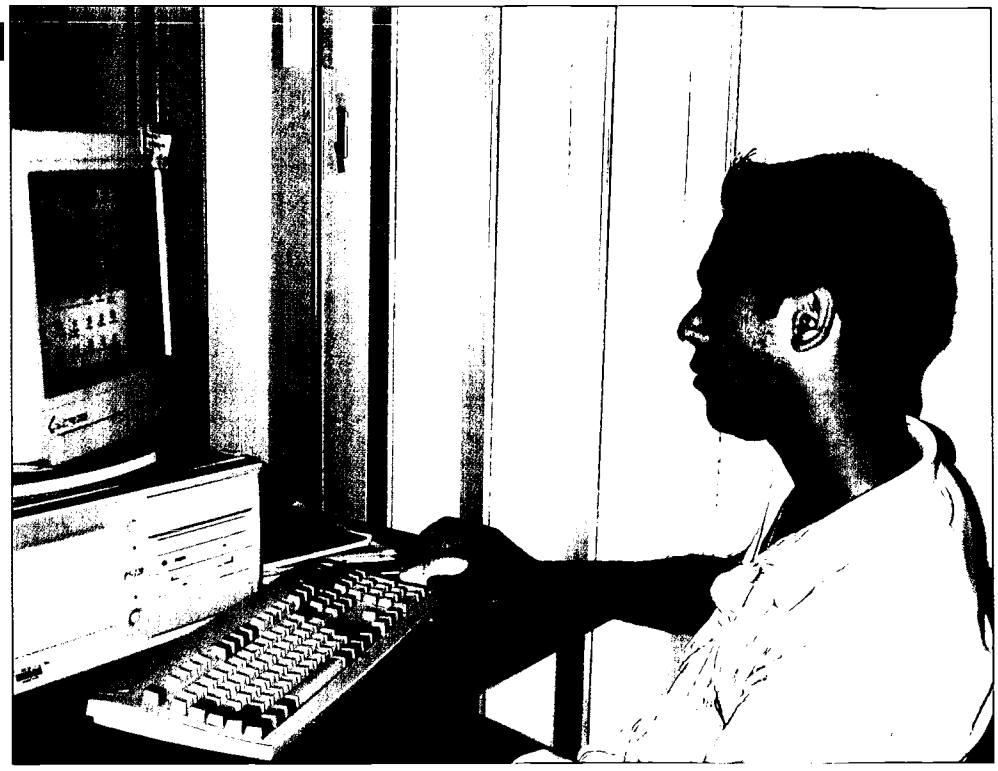
Over time, however, my students' response to PowerPoint changed. As the newness and excitement wore off, their short attention spans reasserted themselves in earnest. Soon my students were no longer captivated by the PowerPoint mystique. Unfortunately, I had to agree with them, for the most part. After ten or twenty times, many once-fascinating features of PowerPoint (such as the "applause" sound effect) seemed embarrassingly trite and boring.

Perhaps the low point came during a series of PowerPoint presentations by my Business Communication students. One after another, my students came to the front of the room to make their presentations, armed with color-coordinated, high tech multimedia slide shows. In cookie-cutter fashion, the students made their "presentations" with their backs to the audience, simply reading the text that was displayed on the screen. Eyes quickly glazed over. As I sat in the darkened room, listening to the listless presentations, it occurred to me that, despite its many wonderful features, PowerPoint offered great potential for misuse. The new technology had become a disappointment. And as the teacher, I had played a major role.

What happened was that our dazzled vision was finally clearing up as we became acquainted with some of the limitations of PowerPoint as a teaching tool. No longer captivated by the novelty of the program, we could see through it, and the faults in the students' presentation were more apparent than ever. So what went wrong? I decided to do some research, to find out how to properly use PowerPoint (and other technology) in the language classroom.

One of the foremost experts on the use of PowerPoint in the classroom is Mark Warschauer, Ph.D. Warschauer, an Assistant professor in the department of Education at the University of California, Irvine and the editor of the journal *Language Learning and Technology*, has done extensive research on the changing nature of education in the information age. Warschauer acknowledges that the ability to create multimedia presentations is a necessary skill for today's students. He warns, however, that introducing non-language activities into language classes is "tricky," and that programs such as PowerPoint need to be used "judiciously." He recommends that teachers distinguish between two different types of PowerPoint presentations: the stand-alone presentation (in which PowerPoint is the focus) and the support presentation (in which the speaker is the focus). As a general principle, language students may learn more if the focus of the presentation is on them rather than the glowing screen behind them. Helping students to see this distinction will eliminate

continued





many of the problems inherent in using PowerPoint in the classroom.

Warschauer also offers a number of practical tips for making the most out of PowerPoint in the classroom:

- Avoid over-darkening the room. Use slides with light-colored backgrounds to improve lighting.
- Eliminate outrageous sound effects and visual effects that distract the viewer from the speaker.
- Place the speaker where he can be seen well (i.e. the speaker should "upstage" the screen).
- Use photographs and charts to support your ideas.
- Use graphics from sources other than Microsoft.

Another authority on the uses and limitations of PowerPoint is Larry Sleep, president of the Lawrence Group. Sleep is an expert in the design of sales presentation systems and business presentation tools, and is familiar with the potential problems of using PowerPoint. "There's been such a heavy focus on PowerPoint, it has taken away from the dynamics of human interaction," Sleep says. "It's a technological intervention in many cases." The solution is for the speaker to rely less on the attention-grabbing features of PowerPoint. The speaker's gestures, facial expressions, tone of voice and rapport with the audience are key. "The excitement should be generated not by the visual aids but by the presenter," Sleep says.

Sleep also has some practical advice for PowerPoint users:

- Less is more. Ask yourself if the slide is really necessary to support your point.
- Follow the "six-by-six" rule: no more than six lines per slide, and no more than six words per line.
- Don't use a pointer. If you have to use a pointer, you've got too much information on your slide.
- Talk from the screen, not to it. Your audience will get bored quickly if you just read from the screen.

All of my research has led to one inescapable conclusion: as instructors, we must do more than just teach students how to use the program itself. We need to teach students how to use PowerPoint effectively. In ESL classes, this may mean coaching students in the rudiments of public speaking. In some cases, it may be necessary to work with students on their speaking and presentation techniques, coaching them to face the audience and use natural gestures and expressions. It may also help to teach students to speak from an outline during their presentations and to memorize key passages to avoid reading the screen. All in all, this should greatly improve their presentations, and keep eye-glazing to a minimum.

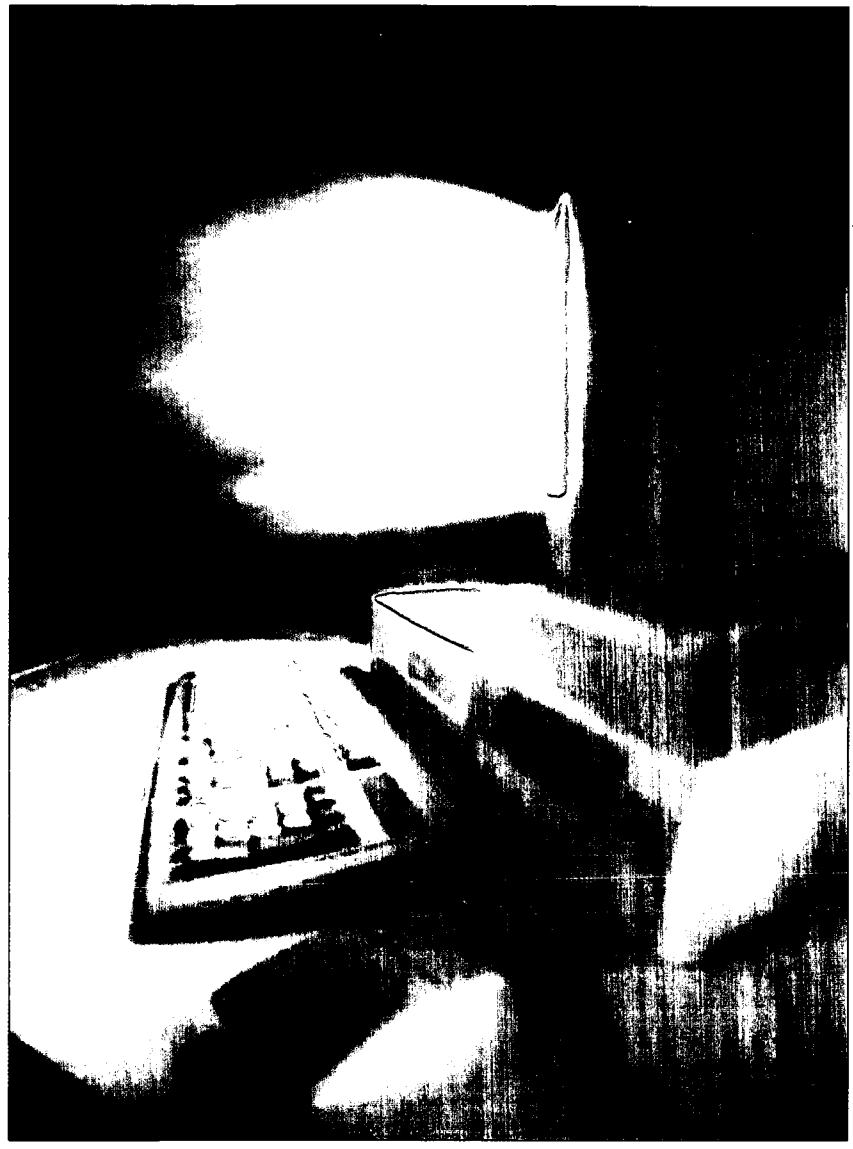
"The solution is for the speaker to rely less on the attention-grabbing features of PowerPoint. The speaker's gestures, facial expressions, tone of voice and rapport with the audience are key. 'The excitement should be generated not by the visual aids but by the presenter'."

Now that I have traversed the steepest part of the PowerPoint learning curve, I feel I have finally put multimedia technology in its proper place. Most importantly, I have learned this "golden rule": PowerPoint is a means rather than an end. After much trial and error, I now understand that there are times when PowerPoint is not even the best means for communicating what I have to say. As my students and I have learned, some things can best be communicated from the heart.

Arnie Cooper, University of California, Santa Barbara.

BEST COPY AVAILABLE

Lessons for the One-Computer Classroom



Barry Bakin's column focuses on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #4 "Verb Tense Practice"

The 4th project is appropriate for High Beginners and Intermediate students and above. It is similar in structure to Project #2 (see *ALR* March\April 2001) but instead of using clip-art, the students will insert photos they have taken of their classmates performing common actions. The student will label each photo with the appropriate caption. They can use a digital camera or a regular print camera and a scanner to input the images. This project provides practice in using whatever verb tense is being studied by the class.

Step 1) Take 15 to 25 photos of your students performing common actions around the classroom: opening a door, writing on the board, sharpening a pencil, reading a book, using a computer etc. If possible, try to get as many students as possible to pose for the pictures. Taking the pictures can be a fun activity in itself with many opportunities to introduce and review vocabulary spontaneously. Get close enough so that the action being performed is clearly seen.

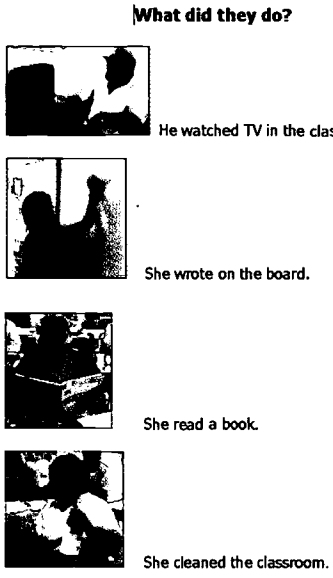
Step 2) Using a common image processing program such as Adobe Photoshop, EZ Photo by Storm Primax Inc., or Windows Imaging (found in Accessories), import your photos and save them to a folder on the hard drive. Call the folder Action Photos or something similar so that your students will be able to find it easily. If you don't have a digital camera you can take the photos the week before you want to do the lesson, get them developed regularly and scan them on a scanner before importing them. It is a good idea to adjust the size of the images to approximately 1 _ " by 2" so that they won't be too large when imported into the document. Save each photo with a number, not the name of the action ("action 1", "action 2", "action 3", etc.)

Step 3) Make a model document that students will be able to look at as an example. Decide what grammatical tense the students will practice. Title the new document appropriately (What are they doing? What did the students do? What will they do? etc.). Insert the first picture. In Microsoft Word use Insert\Picture\From File to get the "Insert Picture" dialogue box. Browse to the folder where you previously saved all of the photos, pick one, and insert it. Next to the picture, type an appropriate description. Repeat the process until there are several pictures on the page. Put your name at the bottom. S ave the document as "Model".

continued

ERIC

Your model should look something like the one below.



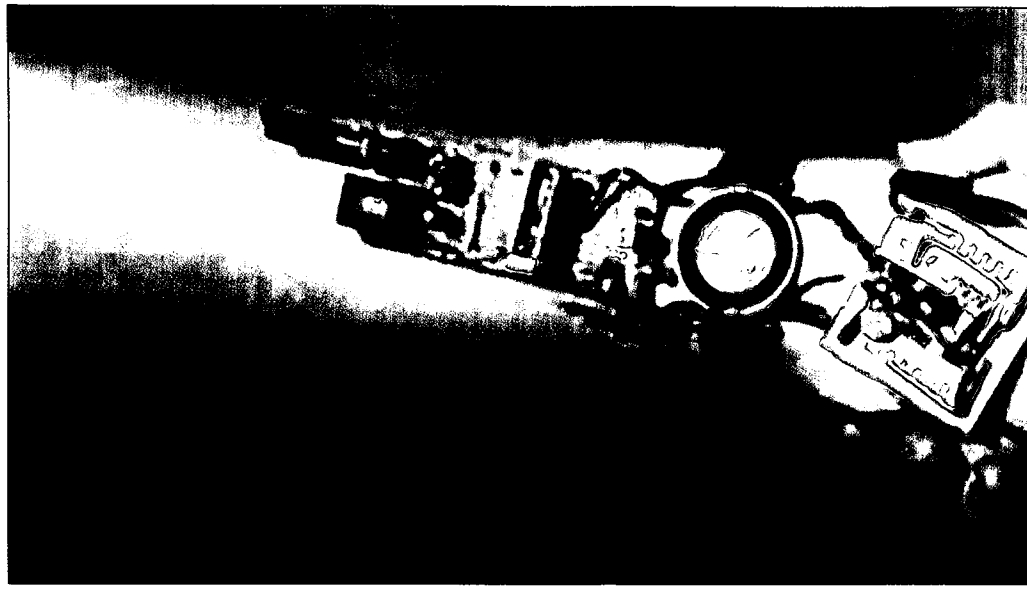
Step 4) Introduce the project to the students. Review all of the steps several times.
Step 5) Choose one student or a pair of students to start. Check back with them often to make sure that they are on track.
Step 6) As each student finishes, check their work for errors and make suggestions. Print out a finished copy for the student, and call a new student or pair of students to the computer.

You can adapt this exercise to any level by asking the students to describe the action in whatever tense is being practiced in class.

Tips for working with computers and beginning students

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a new document to help you organize and print out the completed projects. Call the new document "Past Tense Book". As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "Past Tense Book" as a new page (At the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This will allow you to print out a complete or partial set of pages without having to open each student's document individually.

Barry Bakin is an ESL Teacher in the Los Angeles Unified School District. He teaches in the ESL computer lab at Pacoima Skills Center.



Affective Computing: The Feelings Revolution

A new generation of computers will be able to gauge learners' emotions, ranging from frustration to achievement. Steven Donahue reports.

Feeling the Future

Dr. Rosalind Picard, director of the Massachusetts Institute of Technology Media Center predicted an emerging era that will humanize learning technology. She said that computer and human interfaces can be viewed in three ways. In the old paradigm, the computer for learning gave out facts, rules, and timed tests. The new model provides friendly feedback and adaptive encouragement. The emerging learning systems will exhibit sensitivity, personality, and respect for human feelings.

Dr. Picard predicts a quantum leap in the effectiveness of distance education. She offers, "Adaptive computing is defined as giving the machine skills of emotional intelligence." But she adds, the engineering must be smart, " The MAC face smiling at you has been a success; the PC paperclip winking at you has been ridiculed." An example of dumb engineering, she says, "Is a dashboard that talks to you, but doesn't let you respond." On the other hand, in affective computing, a computer can read a human frown or glare, " And can adjust itself by noting the context and learning from feedback."

The Learning Companion

The MIT team, a crew of 12 diverse students, led by Dr. Picard has embarked on a mission to create a "Learning Companion." The learning companion will be a computerized presence that watches how students solve puzzles—specifically, the building of Rube



Goldberg-type machines. The research focuses on making the companion emotionally savvy about how to help the student when learning gets off-track.

The MIT team has been refining the theory of Barry Kort in developing the Learning Companion. One reason learners fail, she noted, "Is that they say to themselves, 'I can't do this' or 'I'm not good at this." These failures can be attributed to the lack of role models that show students that mastery typically follows an emotional cycle: Positive anticipation, then disappointment, then dispirit-ness, then hopefulness. "Learners need to know that Einstein failed twenty times a day and then picked up the pieces." The computer can unwittingly feed into this sense of failure by imposing technological hurdles on top of academic ones. Dr. Picard said, "A computer needs to be quiet if a learner is learning; encouraging if distressed; and celebrating with the learner when they have accomplished a task." She adds, "We don't do enough 'high five-ing,' dancing, or savoring the moment when students get it right."

Getting it right requires new tools for the computer to detect human emotion. The MIT team has prototyped a number of inventions that will make distance learning more amenable to incorporating the emotional axes.

- The "squeeze mouse," detects and analyzes the different hand motions and pressure patterns that offer cues to the tension expressed by a user.
- Wearable computing from the MIT media lab's wardrobe includes earrings that detect pulse, 'Expression-Glasses' that tell if a user is furrowing the brow, gloves that detect the level of skin conductivity.



Expression Glasses

Dr. Picard says with obvious pride," We are trying to come up with wacky ways to empower users with computers that are as comfortable to deal with as putting on your clothes. "

continued.

Our Basenji and Rhodesian Ridgeback think everyone should learn Afrikaans.

Our Vizsla thinks everyone should learn Hungarian.



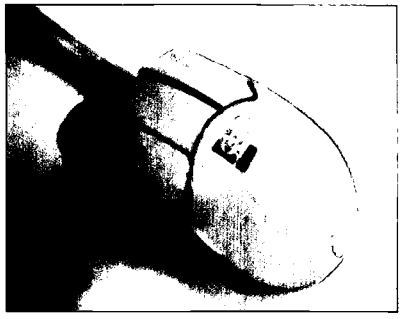
No matter what language you want to learn, World of Reading is the place to go. Software, Videos, DVDs, Audio CDs and Tapes & Books for all ages, in over *100* languages, All at discounted prices.

Visit us online at WWW.WOR.COM or call or e-mail for a print catalogue.

World of Reading, Ltd.
P.O. Box 13092
Atlanta, GA 30324-0092

Toll-Free: 1-800-729-3703
Fax: 404-237-5511
Phone: 404-233-4042
E-Mail: polyglot@wor.com

Sentic Mouse



The 'Wear-Cam' is one such device to make computing fashionable and ubiquitous. It is worn like a pendant or broach and captures video snippets of moments when a user's pulse has triggered a 'startle detector.' Thus, a student can play back only those peak moments of a day when something really grabbed their attention. But the 'Wear-Cam's' applications have implications for judging when an online student is aroused and perhaps best capable of the learning moment.

Astoundingly, one of the wearable devices is 81% accurate for classifying a set of eight human emotions, which includes joy, anger, and two types of love. Picard cautions, "These results are under constrained conditions, comparable to the early days of speech-to-text technology when the technology was speaker dependent and the vocabulary very limited." She notes that we are just at the beginning of this affective revolution. "Our computers are now saying ' This computer apologizes to you for its part for giving you a crummy experience."

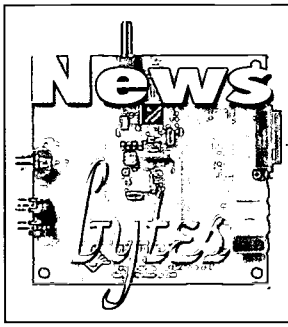


BVP Earring

Balancing Act

Expect a lot of progress, "As we go back and design machines in our own image," predicts Dr. Picard. But she also warns, "It would be a terrible mistake to make computers too emotional or too responsive to every facial gesture." The challenge for the MIT team is to develop systems that know when to be quiet, respond, or be empathetic to human users. She adds, "We need to put back a balance that has been sorely missing from education with computers."

Steven Donahue is a member of the Hollywood, Florida Sister Cities Board and teaches English as a Second [illegible] at Broward Community College in South Florida.



American Language Review's regular look at what is new in the world of language learning multi-media products and services

ETS TECHNOLOGIES, Inc. and the Test of English as a Foreign Language program at Educational Testing Service have announced an agreement to offer TOEFL writing topics as part of ETS Technologies' Criterion Online Writing Evaluation service.

"We are pleased to offer TOEFL topics through the Criterion service, as we place great value on giving students an opportunity to practice and improve their writing skills," says Marilyn Rymniak, executive director of TOEFL. "Receiving immediate evaluation on their essays and seeing sample essays with which to compare their level of writing will give students useful information about how to improve their writing."

Student users of the Criterion service will now be able to write practice essays on topics previously administered in the operational TOEFL test, and to receive scores from the *E-rater* scoring engine. Essay scores from *E-rater* are reported back to Criterion users within seconds. Access to the TOEFL topics and *E-rater* scoring will be available through institutional subscriptions to the Criterion service

"The TOEFL essay holistic scoring guide is a long-standing "gold standard" for the assessment of non-native speaker writing," says Richard Swartz, CEO of ETS Technologies. "We are excited to be able to model this standard with *E-rater* and offer retired TOEFL topics via Criterion to institutions that want to provide students with the opportunity to practice for the TOEFL test. Institutions interested in providing students with an opportunity to practice their writing skills in a risk-free online environment and to receive immediate feedback on their essays will find this an attractive service as well."

Turn to page 19 for a study of the *E-rater* in the community college ESL classroom.

ACCORDING TO A NEW report by *Education Week*, low-income students are only about half as likely to have Internet access in their classroom. The report claims that 39 percent of classrooms in high-poverty schools had Internet connections in 1999, compared to 74 percent in those with few poor students, said a story in *The Providence Journal*. Experts cited in the story said the numbers might be indicative of a new sort of digital divide. The report also said that half of 500 students surveyed said they use a computer at school an hour a week or less, with 29 percent claiming they use a computer for two to four hours weekly at school.

SCIENTIFIC LEARNING CORPORATION is introducing Fast ForWord Surveyor software, a new technology tool designed to help educators survey their own technology infrastructure to determine readiness for the Fast ForWord family of language and reading programs.

"We developed Fast ForWord Surveyor to help educators streamline the technology use in their schools and help reduce the need for additional resources, which are often expensive," said Dr. William Jenkins, Senior Vice President for Development at Scientific Learning.

Using Fast ForWord Surveyor, educators can quickly determine if their computer systems and servers are compatible with all of the programs and products in the Fast ForWord language and reading system. This automatic survey of school or district technology requirements can significantly reduce the need for additional school resources, such as equipment and personnel, to implement these computer-based programs. Surveyor also provides tips and technical problem solving techniques. This new version of Surveyor builds on an earlier tool designed for IT professionals.

"Our team of scientists and engineers has worked to develop tools that educators can use easily and that do not require time-consuming training," said Sheryle Bolton, Chairman and CEO of Scientific Learning. "These tools also provide a service that makes administrative work easier, faster and more useful so that educators can focus on ensuring a quality education for all students."

Voyageur
EDUCATIONAL TOURS

Voyageur is proud to be a forerunner in the group travel field in offering educational and cultural travel programs that give you the opportunity to walk in the footsteps of history, discover the cultural treasures of the past, and explore the challenges of the future as you travel throughout the world.

There's never been a better time than *NOW* to begin your travel plans for 2002!



www.govoyageur.com
1-800-767-7667

TEACHERS TRAVEL FREE
WITH AS FEW AS 5 STUDENTS!

Take your students on the ultimate field trip



ACIS educational tours break down classroom walls and bring lessons to life. Order your free information packet including:

- more than 100 itineraries
- tips on leading successful tours
- tools for tour promotion
- special teacher benefits
- early registration incentives
- financial data and guarantees.

and you go for free!

For Your FREE information packet, call **acis™**

800.888.ACIS ◦ edu_travel@acis.com ◦ www.acis.com

Final Words

Linguists bemoan the loss of many of the world's languages. But, says Neil Seeman, there's plenty of reason to celebrate mass linguistic extinction.

Another day, another dead language. A rousing new report by researcher Payal Sampat of the Worldwatch Institute bemoans the "cultural homogeneity" spreading across the Earth as thousands of human languages head toward extinction.

"Today," writes Sampat, "the world's speech is increasingly homogenized. The 15 most common languages are now on the lips of half the world's people; the top 100 languages are used by 90 percent of humanity." Sampat's is just the latest nostalgia for "linguistic diversity" (the kissing cousin of "biological diversity") to have surfaced in the academic press. Inevitably such articles drive their authors to the brink of bathos: The author himself is almost always a "victim" of cultural imperialism, his village's unique dialect of Farsi or some other distinct tongue having been snuffed out by the march of civilization.

"In Bombay, where I grew up," says Sampat, "I used these languages everyday. To get by on the streets, to get directions, to interact with people — I had to be able to speak Marathi." But he "sensed from a very early age that Kutchi wasn't useful in any obvious way." Alas, he abandoned the language of his ancestors, "and chose instead to operate in the linguistic mainstream."

Sampat is not alone. Whatever the original number of languages in existence at the end of the Ice Age (estimated in the tens of thousands), we are down to about 6,800 today. Nearly half of those languages are now spoken by fewer than 2,500 people. At the current rate of decline, linguists estimate that, by the end of this century, at least half of the world's present languages will have disappeared. Michael Krauss, a linguist at the Alaskan Native Language Center, thinks things are even worse than that; he estimates that only 600 of the world's languages are "safe" from extinction, insofar as they are still being taught to children.

What's especially interesting about the current rate of linguistic attrition is that it vastly exceeds that of the nineteenth and early twentieth centuries, when anti-colonial writers decried British imperialism and the culturally repressive policies of the U.S. Bureau of Indian Affairs. Nowadays, in spite of bilingual-education programs and "diversity" initiatives in the public schools, most aboriginal languages in North America are on a downward slalom course toward oblivion.

And to this I say: "Hooray!" Why so? Because today we can chalk up trends in cultural assimilation almost exclusively to increased labor mobility and modern communications technologies, not to farmers stomping over hunter-gatherers, or to more venomous tribes overriding weaker ones by force. What's more, we now have indubitable evidence that government efforts to shore up dying languages are doomed to fail. Most of the world's books, newspapers, and e-mails are written in English, which is now spoken by more people as a second language (350 million) than as a native tongue (322 million). This is reason to celebrate. Just like immigrants who trade their ancestral culture to reap the financial promise of a new land, speakers of dying tongues are rational economic actors: They have traded in their indigenous language in order to participate in the global economy.

Too many folks on the cultural Left, however, refuse to treat human beings as rational agents. My home country of Canada, awash in failed leftist policies, is a case in point. Canadian native leaders recently called the extinction of "First Nations" dialects a "state of emergency," and lobbied the federal Liberals to inaugurate programs to resuscitate these ancestral tongues. The Canadian Heritage department has committed tens of millions of dollars in "language preservation" to native communities. And nobody beats the province of Quebec when it comes to linguistic protectionism: Last month, the ever-vigilant Office de la Langue Française charged Stanley and Muriel Reid, fifth-generation farmers from Godmanchester, Que., for the crime of creating an English-only website that sells maple syrup.

Should we put people in jail on the altar of "linguistic continuity"? For that is the logical consequence of linguistic preservationism.

Anthropologists try to skate around this fact with hyperbole and theatrics; the scholar Jared Diamond says the most common way to see a language disappear "is to kill almost all its speakers." This may have been true in the 1800s, but not today. And what about the argument that language loss hurts our ability to understand our past? Ironically, private enterprise and the Internet, so often blamed for hastening globalization and Western imperialism, may hold the answer. SIL International, a Texas company with a huge linguistics database, catalogues more than 6,700 languages across 228 countries. The website of the Yamada Language Center at the University of Oregon provides connections to online learning facilities for 115 dying and dead languages, including Basque, Navajo, and Old English. Ancient documents written in these languages will forever be accessible to decipherment. Even unwritten languages can now be transliterated phonetically and stored on audiotape.

"Most of the world's books, newspapers, and e-mails are written in English, which is now spoken by more people as a second language (350 million) than as a native tongue (322 million)."

All of us, as infants, once spoke a unique dialect, a mixture of parental language, baby talk, misarticulation, and inaccurate syntax. When we grow up, we leave our "mother tongue" behind, even though its echoes remain with us and move us at unexpected moments. Emotion aside, we forego the embrace of childhood and move on to learn the language of our peer group. When we become grown-ups, we "lay aside childish things." And so it is with dead languages. They simply outgrow their usefulness.

Neil Seeman is Associate Editor of the *National Review Online*, where this article first appeared.

BEST COPY AVAILABLE



A fountain in the Via Gulia, Rome, Italy.

The Value of Travel

Dan Ward examines the tangible benefits that await students embarking on educational tours.

Educational tours offer students much more than the opportunity to practice their language skills. In fact, teachers of other subjects, such as history and social studies, are often their most ardent advocates, so what are the tangible educational benefits you can use to help persuade parents to part with their hard-earned cash to send their children on a study tour?

There's never been a better time to travel thanks to the strength of the dollar, particularly against European currencies. A dollar will now buy you almost two hundred Spanish pesetas or nearly eight French francs, whereas just a few years ago, you could only expect your greenback to translate into about half of that. However, getting value for money out of an educational tour is much more difficult to quantify. Few would disagree with the basic premise that travel promotes a better understanding of the world and its people, but can a couple of weeks of dashing around on planes and coaches from one historic site to the next really result in tangible educational benefits?

From a language teacher's point of view, I would not expect such a trip to fundamentally improve the linguistic skills of my students. Instead, give me a small group of ten students and six months in Spain (or Mexico, Costa Rica, etc.) and I'll bring back some virtually fluent Spanish speakers with an international perspective on life. As for thirty students in two weeks, that's asking a bit too much. What I would expect, though, is a complete change in attitude and enthusiasm for the language, and, pretty often, a different outlook on life.

Christy Johnson, a Spanish and French teacher in Louisburg, Kansas, and a veteran of eighteen educational tours, organized by seven different companies, is clear what the benefits are. "Higher enrollment in second language classes, greater interest in being successful in college and on the job, more enthusiasm for education and in setting higher goals for one's life, and improved self-image". Her testimony to the value of study tours is convincing, "They encourage lifelong learning and an appreciation of our

continued

THOUSANDS OF JOBS IN HUNDREDS OF COUNTRIES

Careers In English Language Teaching **is the #1 publication for people who want to teach English overseas. Packed with job opportunities in every country in the world, you need be aware of this important and unique resource!**
- Escape Artist Magazine

Teach English and Travel the World

Careers in English Language Teaching (CELT) is the new guide book to one of the most exciting and in-demand jobs in the world. Anyone who speaks English will benefit by reading this practical guide. Whether you're looking for a way to finance your travels or a long-term, fulfilling career in your hometown, ***CELT*** will give you all the information you need.

Working Overseas
Employment and living in over 120 countries with:
- contact details of employers looking for teachers
- prospects for teachers, expected salaries, taxes and cost of living
- how to get visas and work permits
- finding accommodation

Working in the USA
Over 40% of all adult education is teaching English as a Second Language and every State has its own requirements. ***CELT*** tells you how to get qualified to get a job in the State of your choice.

Training
The most complete guide to all of the different types of course available, giving you independent advice on which course is right for you.

Plus a whole section on Career Development, including:
- using your other skills to help you get the best jobs
- starting your own business
- getting your work published
- becoming a manager



ISBN: 0-9678356-1-5

CELT **provides you with all of this information in a clear and concise format, explains what actions to take and gives you all the contacts you need.**

Order your copy today and start planning the rest of your life!
FREE SHIPPING •CALL FOR QUANTITY DISCOUNTS - (323) 658 7620

Please send me _____copies of ***Careers in English Language Teaching*** at $24.95 (Canada $37.95) each. (CA residents, a 8.25% sales tax)

Name_____ **Phone**_____ **Company/Institution** _____

Address _____

☐ **Check/money order enclosed** **Charge my** **VISA** ☐ **Mastercard** ☐

Card#_____ **Exp Date** _____ **Signature** _____ **Date** _____

Fax your credit card order to (323) 658 7530 or order online at www.alr.org
Make your check payable to American Language Press and return to: ALP, 11271 Ventura Boulevard, Suite 513, Los Angeles CA 91604, USA

Santiago de Compostela, Spain



own country. They enable students to see the value of studying another language and help young students to get 'out of the box' and think of a bigger picture to their lives".

Tours are often a deciding factor for students considering where to continue their education, which language to continue studying, and where they will study abroad. Robert L. Grenier, a high-school Latin teacher in Alstead, New Hampshire, with twenty study tours under his belt, can hardly expect his students to practice their Latin on tour, but sees other benefits, "My students have spent all their life in a rural area with few cultural advantages. This gives them a chance to get out and see what some of the rest of the world looks like. It has been a springboard for many of them who have since gone on semesters abroad in college." Although he claims not to have any scientific evidence of an improvement in students' results through tours, he does "know of at least one student who decided to become a Latin teacher after a tour!" If study tours can create such enthusiasm for a so-called "dead" language, I have no doubt that they must inspire students of living languages even more.

"Although he claims not to have any scientific evidence of an improvement in students' results through tours, he does 'know of at least one student who decided to become a Latin teacher after a tour!' If study tours can create such enthusiasm for a so-called 'dead' language, I have no doubt that they must inspire students of living languages even more."

Non-language teachers are also convinced of their value. Charlie Wieners, a social studies teacher in Drexel Hill, Pennsylvania, who has taken eight study tours to major European cities including London, Paris and Rome, attributes an improvement in student attitude to the tours. Charlie says, "I have seen many students mature as individuals, gain poise, develop an appreciation of different cultures, develop the confidence to make decisions." In addition to these general benefits, Wieners says tours "provide students with a cultural experience that includes language, the arts, the food, and most importantly the history of the countries visited." Bringing history alive is bound to have a positive effect on student performance.

Teachers of all subjects who have been involved in educational tours are unanimous in their opinion that tours provide students with tangible benefits both in terms of personal development and in actual classroom results, so the only question left is, what do teachers get out of it? Apart from an often free or subsidized trip, which nobody would dare to call a holiday, I believe that most teachers receive similar benefits to their students, the most obvious of which is renewed motivation for teaching and enthusiasm for their subject. Christy Johnson believes the benefits include, "growth in our own skills and experiences, the opportunity to gain valuable first hand knowledge about countries and cultures whose languages we teach. A way to keep our own level of interest and motivation high and enthusiastic so we might be better teachers."

If study tours can make students more enthusiastic and motivated, as well as make teachers better teachers, their value cannot be questioned.

Dan Ward, *ALR* Consultant Editor, studied French in Grenoble and Spanish in Madrid. He has taught EFL in Spain and French in the United Kingdom.

TAKE A TRIP . . . Through Alta's New Materials!



Zero Prep for Beginners
Ready-to-Go Activities for the Language Classroom
Laurel Pollard, Natalie Hess, Jan Herron

Men Can Get Embarrassed, Too!
Confusing English Vocabulary for Spanish Speakers
Richard Firsten

Practical Resources for Adult ESL
A Selection Guide to Materials for Adult ESL and ESL/ESOL Literacy
Anna Silliman, Abigail Tom

Teaching English Worldwide
A New Practical Guide for Teaching English
Paul Lindsay

All the World's a Stage
Drama for Communication
Natalie Hess

Alta Book Center Publishers
14 Adrian Court
Burlingame, California 94010 USA
Phone: 800 ALTA/ESL • 650.692.1285 (International)
Fax: 800 ALTA/FAX • 650.692.4654 (International)
Email: info@altaesl.com • Website: www.altaesl.com

Bush-Whacked Language



Along with the rest of the country, I have been amused and amazed by our president's *Bushisms*. *Bushism* was actually coined from the tongue tangles of *Dubya*'s father, a pioneering master of language run a-mock: "For seven and a half years I've worked alongside President Reagan. We've had triumphs. Made some mistakes. We've had some sex . . . ugh . . . setbacks." But *Dubya*'s fractured English already promises to outslip his father's:

- I know how hard it is to put food on your family.
- Will the highways on the Internet become more few?
- We cannot let terrorists and rogue nations hold this nation hostile or hold our allies hostile.
- The senator has got to understand if he's going to have - he can't have it both ways. He can't take the high horse and then claim the low road.
- I am mindful not only of preserving executive powers for myself, but for my predecessors as well."
- A tax cut is really one of the anecdotes to coming out of an economic illness.

Please understand that I can live with your everyday garden variety Bushisms. In President Bush's own words: "I think anybody who doesn't think I'm smart enough to handle the job is misunderestimating."

But it's the weeds that spring up when Mr. Bush mangles his pronouncements about education that choke me.

Thus, our president explained on *Meet the Press*, "Laura and I really don't realize how bright our children is sometimes until we get an objective analysis."

He made the same mistake in another venue: "Rarely is the question asked: Is our children learning?"

More recently, in a tour of a rural Tennessee school, President Bush stated, "Teach a child to read and he or her will be able to pass a literacy test."

Teach Mr. Bush the fundamentals of pronoun case, and he may become more eloquent. Otherwise, the chalk will squeak across the national blackboard with such miscast pronouns as "I'm anxious to meet the prime minister. We've had a couple of good conversations on the telephone. I'm thankful that he's coming across the—actually coming down from Canada—but coming across to see, to visit us. Laura and I are looking forward to having a private dinner with he and Mrs. Blair Friday night."

For some reason, proclamations about education are often plagued by subject-verb disagreement. The principal of a Long Island school sent thousands of flyers to parents inviting them to a meeting titled: "Everything You Wanted to Know About High School But Was Afraid to Ask."

A Fort Wayne anchorperson announced: "The Hoosier State, like many other states across the nation, are not making the grade when it comes to education."

Other parts of speech are not spared: "Students don't have to fail. Exhilarated classes day or evening," claimed one newspaper ad. "Develop interpersonal conversational skills by learning to talk good," boasted a second ad. "Can't tell 'who' from 'whom'? Help is on the available from the Lowe University grammar hotline. We get a lot of business-writing calls and how to deal with a salutation when you don't know who your writing to," a third pointed out.

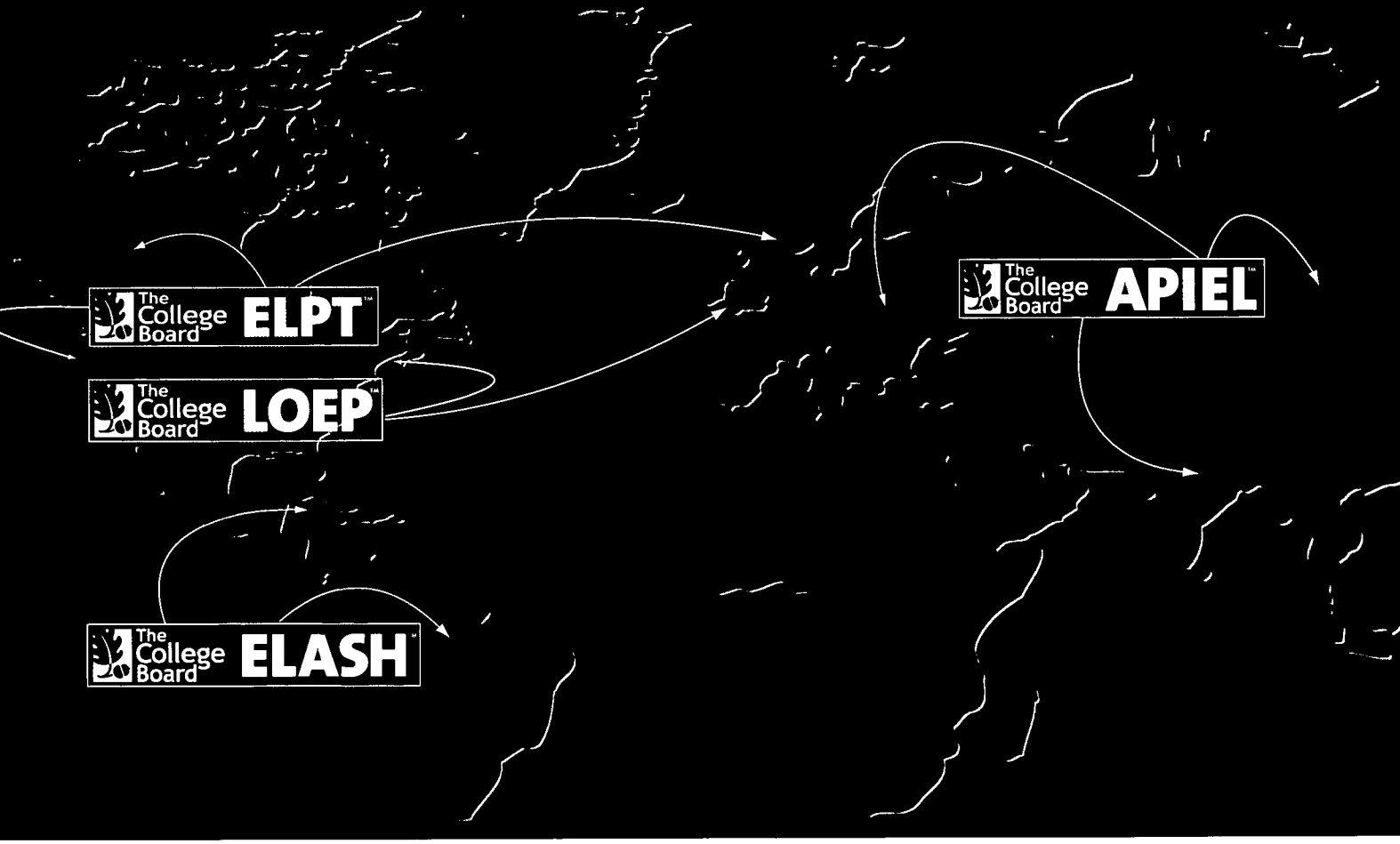
In late summer, *The Dallas Morning News* published a special back-to-school section that covered trends in education, including changes in personnel, curriculum, and building in the Dallas school system. Such a special section is often called an "extra," so the bright-red headline that lit up the top of the *Morning News* front page was: TEXAS COLLEGES STILL A BARGAIN, EDUCATION EXTRA. Readers may have thought that Texas colleges were a good deal as long as you weren't seeking to learn anything. Hey, we've got great cheerleaders, but we charge extra for courses in English composition and organic chemistry. *The New Orleans Times-Picayune* reported, "Statewide, students performed extremely poor on the writing section of the exam." A student newspaper, *The Northern Star*, announced an opening: "The job requires grammatical proficiency, and eye for design, and are available to work afternoons and evenings." And English First, the organization that lobbies to have English declared the official language of the United States, sent out a letter that included this grammatically-challenged sentence: "Now it is up to you and I to convince them."

It is up to you and me (not I) to stanch (not staunch) this plague of grammar gaffes and to strive to make sure that our children are (not is) learning.

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

We're Talking the Same Language

ENGLISH TESTING AND PLACEMENT FROM THE COLLEGE BOARD



ELPT
Ideal for Testing College-Bound ESL Students

APIEL
International Passport to U.S. Colleges and Universities

LOEP
Computer-Adaptive ESL Placement Testing

ELASH
For Speakers of Spanish as a Native Language

ellis.com

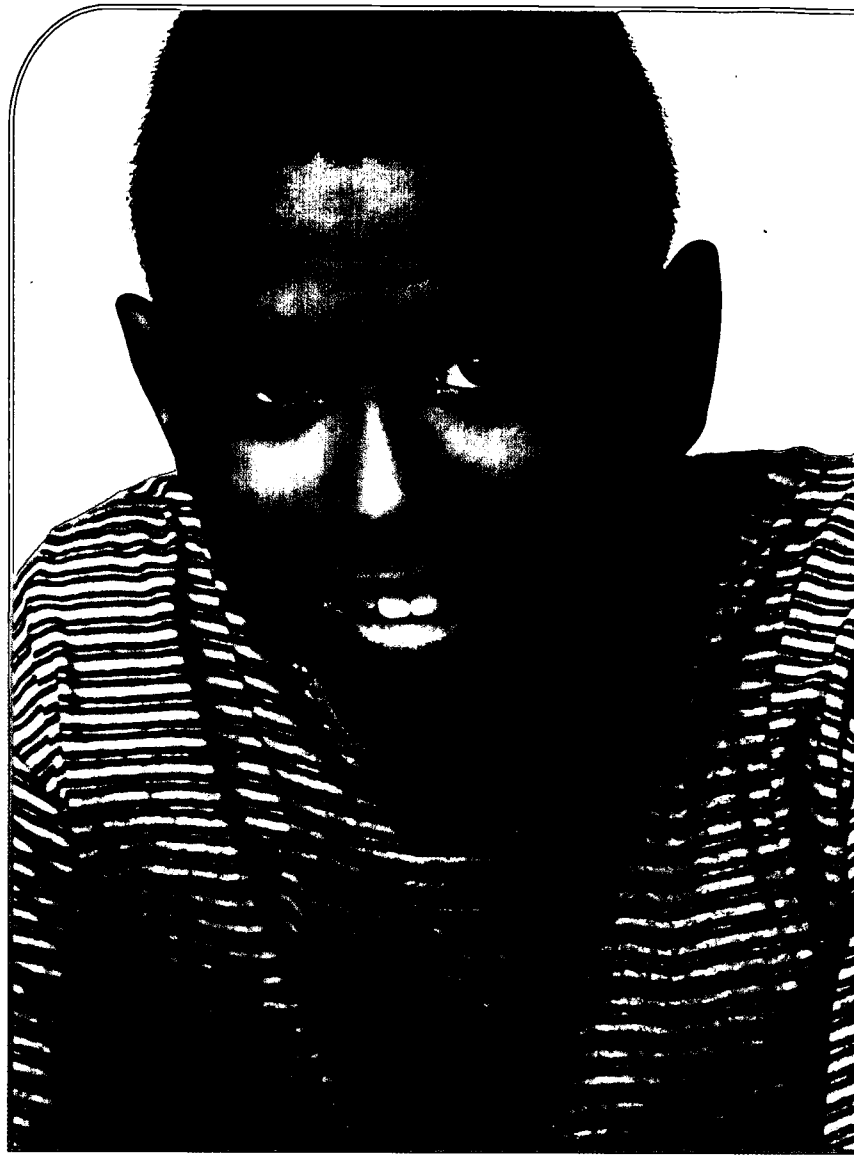
Introducing

ELLIS Kids ™

The most anticipated English training software in years.

As the trusted leader in English training software for over 10 years, ELLIS now offers an exciting new program--ELLIS Kids. With the same level of excellence of other products in the ELLIS family, ELLIS Kids offers powerful language instruction to school-aged learners.

Offering hundreds of hours of fun instruction, ELLIS Kids helps students cope with and succeed in everyday situations. They'll learn vocabulary and communication skills for places like the classroom, store, and hospital as well as learn to converse effectively with friends, teachers, and others.



Now we're speaking your language.

(And so are they.)



ELLIS

sales@ellis.com

ELLIS Kids is the most educationally sound software available. With tons of multimedia instruction and native language guides, ELLIS Kids can help beginning and intermediate learners to develop the essential language skills they need to be successful.

To find out more information on this highly anticipated program, contact us at **888.756.1570** or visit **www.ellis.com**.

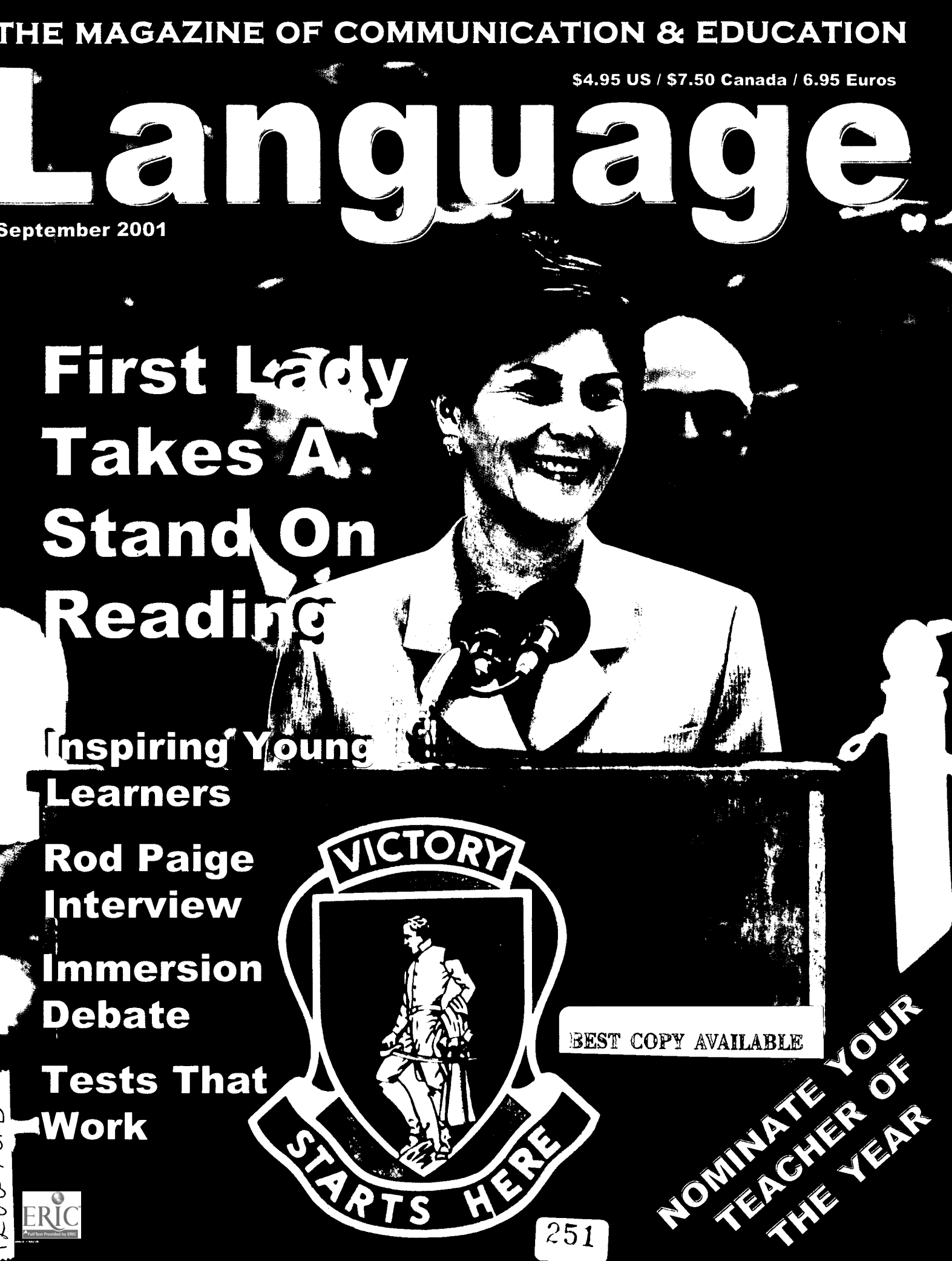
Give your students the chance to succeed.

THE MAGAZINE OF COMMUNICATION & EDUCATION

$4.95 US / $7.50 Canada / 6.95 Euros

Language

September 2001



First Lady Takes A Stand On Reading

Inspiring Young Learners

Rod Paige Interview

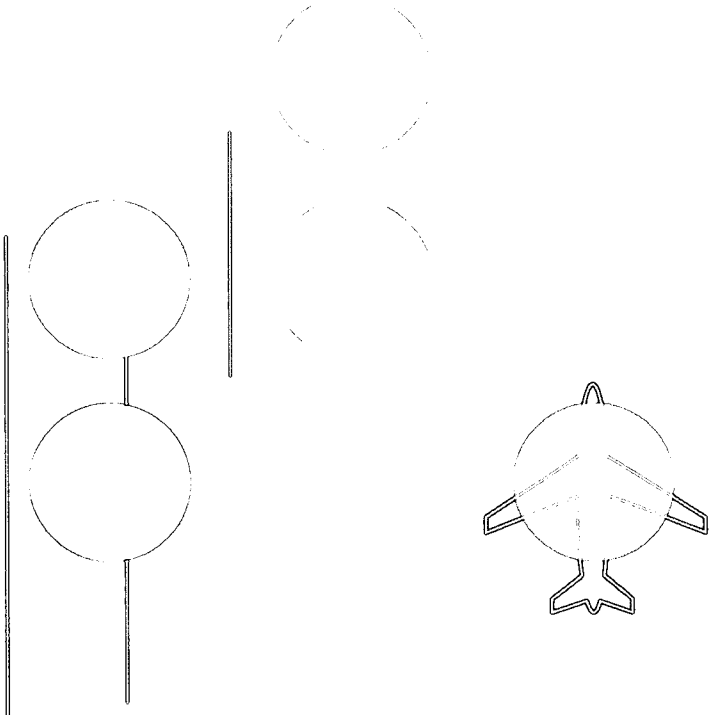
Immersion Debate

Tests That Work

BEST COPY AVAILABLE

NOMINATE YOUR TEACHER OF THE YEAR

ERIC



A classroom doesn't have to be.

A classroom can be anywhere students learn. Be that a festival in Madrid, a class picture at the Arc de Triomphe, or a splash in the Trevi Fountain. We're Explorica, an educational travel company built for the 21st century. By using the internet to streamline the process and allowing teachers to travel for free, we not only make it easier for you to take your students abroad, but we also let you spend more time with them once you get there. Enriching their experience. Even sending digital pictures and e-mails to family back home. In short, we make it easier for teachers to do what they do best. Teach.

To learn more about Explorica, log onto explorica.com or call 888.310.7120.

© 2000-2001. Explorica, Inc. All rights reserved.

It's just like the REAL test!

TOEFL POWERPREP® Software:
Preparation for the Computer-based TOEFL® Test



Created by Educational Testing Service, POWERPREP software CD-ROM is the ONLY product available with timed computer-based tests operating under the authentic TOEFL testing software used by examinees around the world.

POWERPREP software features:

- Two timed computer-based tests with authentic TOEFL questions
- Same tutorials used on test day
- Three essay topics for writing practice
- Actual essays written by TOEFL test takers
- Score ranges at the end of each test

To order, call:
1-800-446-3319
or **visit our Web site** at
www.ets.org/store.html

Other TOEFL Test Prep Products from ETS:

- TOEFL Sampler CD-ROM
- TOEFL Test Preparation Kit, 2nd Edition
- TOEFL Practice Tests, Volume 1 and Volume 2
- POWERPREP Software for GRE® and GMAT® are also available.

TOEFL
Test of English as a Foreign Language

www.toefl.org

THE INTERNATIONAL STANDARD TOEFL FOR OVER 35 YEARS

ETS

Copyright © 2001 by Educational Testing Service. *Educational Testing Service, ETS,* the *ETS logo, TOEFL,* the *TOEFL logo* and *Powerprep* are registered trademarks of Educational Testing Service.

ERIC

September 2001 Volume 1, No. 1 (ALR Volume 5, No. 5)

LanguageContents

ON THE COVER: First Lady Laura Bush hosted the White House Summit, "Ready to Read, Ready to Learn", on Early Childhood Cognitive Development. **PAGE 10**

FEATURES

TEACHER OF THE YEAR: *Language* invites nominations for its inaugural Teacher of the Year Award. **PAGE 12**

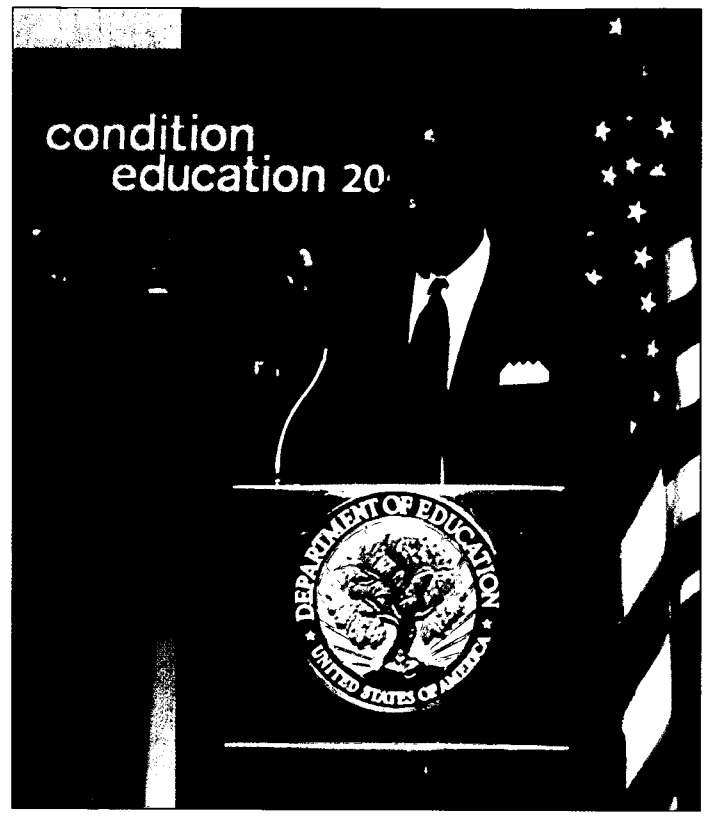
TEACHER TRAINING: **Michele Alperin** describes how two states, Texas and New York, are taking different approaches to the certification of their ESL teachers. **PAGES 13-14**

LEARNING SCIENCE: New research suggests that adults may be more receptive to second language acquisition than was previously thought. **Marie B. Maher** investigates. **PAGE 15-17**



YOUNG LEARNERS: **Darrin Hayes** describes how he uses performance poetry to enhance language learning in the classroom. **PAGES 16-18**

TESTING: What is the most effective way of testing language students? **Amanda Cuda** asks some experienced teachers which methods work best for them. The ALTE Conference in July showcased assessment research in the European Year of Languages. **J. Ignacio Bermejo** reports from Barcelona. **PAGES 20-23**



SPECIAL REPORT: *Language* interviews the U.S. Secretary of Education, Rod Paige. **PAGES 24-26**

DIALECTS: **Megan E. Melançon** examines the Cajun English dialect of Louisiana. **PAGES 29-32**

FOREIGN LANGUAGES: **Stephanie Flack** reports on how one university's plan to eliminate its foreign languages department in favor of immersion programs has sparked controversy. **PAGES 36-38**

MATERIALS: **Michelle Medlock Adams** speaks to veteran teachers at Texas Christian University to get their opinions on ESL textbooks, and as expected, they expressed some passionate opinions on the subject. **PAGES 39-40**

ELECTRONIC EDUCATION: **Barry Bakin** continues his lessons for the one-computer classroom. **PAGES 43-44**

Departments: Editorial **6**, Letters **8**, News **10**, Book Reviews **33**, Last Laugh **46**

COVER PHOTO: First Lady Laura Bush speaks about the Troops to Teachers program in front of Pinckney Elementary School at Fort Jackson, S.C. **Photo** by Staff Sgt. Scott Reed, USAF.

ellis.com

Introducing

ELLIS Kids ™

The most anticipated English training software in years.

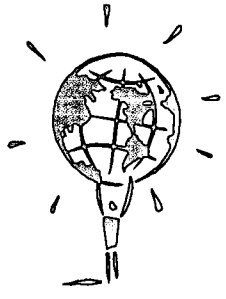
As the trusted leader in English training software for over 10 years, ELLIS now offers an exciting new program–ELLIS Kids. With the same level of excellence of other products in the ELLIS family, ELLIS Kids offers powerful language instruction to school-aged learners.

Offering hundreds of hours of fun instruction, ELLIS Kids helps students cope with and succeed in everyday situations. They'll learn vocabulary and communication skills for places like the classroom, store, and hospital as well as learn to converse effectively with friends, teachers, and others.



Now we're speaking your language.

(And so are they.)



ELLIS

sales@ellis.com

ELLIS Kids is the most educationally sound software available. With tons of multimedia instruction and native language guides, ELLIS Kids can help beginning and intermediate learners to develop the essential language skills they need to be successful.

To find out more information on this highly anticipated program, contact us at **888.756.1570** or visit **www.ellis.com**.

Give your students the chance to succeed.



New Horizons for Language Education

WELCOME to the inaugural issue of *Language*!

Many of you will be wondering what happened to your copy of *American Language Review*. Well, you are reading it at this very moment! After years of planning, *ALR* is now a monthly magazine and, along with an increase in publication frequency, we have a new name that reflects our fast-growing international readership, our increasing influence on language policy and the escalating importance of language issues in the U.S. and worldwide.

When *American Language Review* (*ALR*) was launched in 1997, it was the first periodical in the U.S. dedicated exclusively to coverage of issues in language teaching and learning. Over the years, *ALR* has maintained its position as the premier publication for language education and is now read in over 40 countries worldwide. *ALR* editorial often focuses on the teaching of English as a second language by providing timely and relevant features that aim to inform teachers and administrators who are concerned with English language learners in the United States and around the world. ESL teaching will constitute the primary focus of *Language* reflecting the popularity of the world's favorite second language. At the same time, we aim to extend our coverage of the teaching of languages other than English. We are very proud of the fact that we have not confined our editorial coverage to the teaching of ESL. Since 1998, we have developed *ALR* as the source of information about the teaching of Spanish, French and other languages, and for teachers who wish to take their students abroad for cultural and language-related studies. *Language* will carry on this tradition by broadening this coverage of the teaching of languages other than English with the goal of facilitating improvement in communication from the international arena to suburban backyards.

Increased frequency of publication means that we have an even greater responsibility to ensure that our readers are kept informed. Our goal here at *Language* is to provide teachers, administrators, officials and all those with a professional or private interest in language and education with in-depth coverage of developments in the academic field and professional industry. To this end, we will be opening a bureau in Washington D.C. early next year to service our East Coast readership. Permanent offices are also planned for Latin America, Europe and Asia in 2002.

On a personal note, I am honored to have served as editor of *American Language Review* and am looking forward to the challenges and rewards of editing *Language*. I would like to thank all of our readers who, over the years, have contributed so much to the progress of *ALR* in the form of compliments and criticism. I look forward to hearing from all of you as *Language* grows over future issues.

Ben Ward, Editor

Language

formerly American Language Review

Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Assistant Editor	Steven Barker
Europe Editor	James Beetham
Consultant Editor	Dan Ward
Book Reviews Editor	Karen Russikoff
Dialects Editor	Walt Wolfram
Conference Reporter	J. Ignacio Bermejo
EdTech Writers	Barry Bakin Arnie Cooper Steven Donahue
Last Laugh Contributors	Richard Lederer Michele Alperin Amanda Cuda Stephanie Flack Darrin Hayes Michelle Medlock Adams Megan Melançon
Marketing	Nick Bolitho Roy Walker
Production and Web Design	Kire Productions
National Offices	11271 Ventura Blvd, Suite 513 Los Angeles, CA 91604
Telephone	(818) 763-8527
Fax	(818) 763-8529

Editorial
editor@languagemagazine.com
Advertising
info@languagemagazine.com
Subscriptions
subs@languagemagazine.com

Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

***Language* is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language* do not necessarily reflect the views of the Publishers nor the Distributor.**
© 2001 Language Media, LLC.

***Language* is abstracted and indexed with ERIC.**

BEST COPY AVAILABLE

Committed to *Literacy* Success

Rigby is committed to collaborating with educators in teaching students to read and write. Through our many outstanding products and our quality courses and seminars, Rigby is the premiere provider of guided reading and balanced literacy materials and professional development offerings for literacy success.

ABCelebramos

Spanish phonemic awareness through music.

- Develops an awareness of the alphabetic principle
- Supports the 8 elements of phonemic awareness

Saludos!

Comprehension-based series with multicultural focus.

- Focuses on research-based teaching strategies
- Designed to enhance students' oral and written language skills
- Culturally relevant books written originally in Spanish

English in My Pocket

Singing, Chanting, Opening, and Moving into Learning!

- A multi-sensory language development program
- Designed for Stage 1 (Preproduction) and Stage 2 (Early Production) English Language Learners in the primary grades

Theme Packs

Engaging resources for English Language Learners.

- Multi-leveled packs address varying degrees of literacy-learning and language-learning needs
- Hands on activities support content areas—science, math, and social studies
- Addresses the five stages of English Language Acquisition and the four levels of English Literacy Development

Reach for Reading/ Reaching Up EN ESPAÑOL

Increasing Reading Skills One Student at a Time.

Reach for Reading is a one-on-one tutor program designed to bring the reading levels of at-risk students up to grade level. **Reaching Up** is for first through third grade students and **Reaching Higher** is for third through fifth grade students.

NEW!

Rigby PM Collection EN ESPAÑOL Starters One and Two–Básicos

- Leveled books for intervention
- Natural-sounding Spanish adaptations
- Focus on Spanish high-frequency words and sentence patterns

RISE (Responsive Instruction for Success in English)

RISE helps teachers acquire the necessary skills and strategies to support ELL/ESOL/ESL students while providing the scaffolding needed to give students access to the academic contents of your curriculum.

Rigby

1-800-822-8661
www.rigby.com

LETTERS



Krashen's "Exotic" Idea is More Puzzling

Regarding Stephen Krashen's letter ("Try the Obvious", *ALR* July/August 2001) in response to my article, "High Time To Reform Reading Strategies" (*ALR*, May/June 2001), I find it puzzling that Krashen prescribes "...massive amounts of free voluntary reading..." and "...a print rich environment" to improve reading skills. This is contrary to all the current brain research, which indicates that reading is not a natural act, that it must be explicitly taught, and that the most print rich environment in the world will do nothing by itself to enhance literacy.

Krashen ends by dismissing "exotic" approaches, by which he evidently means teaching letter sounds and language mechanics. To many, setting a child down in a library and waiting for him to read would seem the more exotic.

Doug Lasken
Thousand Oaks, California

Global Standardization

Although I do not wish to join Neil Seeman in "celebrating" the demise of linguistic diversity, (*ALR*, July/August 2001 p. 50) I do agree that it is futile for us to attempt to preserve every single language spoken in the world today. Like it or not, the inevitable consequence of globalization is standardization, and it is arrogant of speakers of "mainstream" languages to expect speakers of minority languages to forego opportunity in the name of preservation. But all is not doom and gloom: local and regional dialects from Hawaii to Catalonia are enjoying revival after years of neglect – proving that you don't always have to "drop the dead donkey"!

Professor Andrew Straziewski
Dept. of Linguistics
University of Katowice
Poland

Out of Africa

I am a teacher of English from Algeria. I like your magazine very much. From it I have much information of teaching English in the United States. Please send wishes of peace to teachers in United States from teachers in Algeria.

Guerraiche Fouzia (Ms.),
Constantine,
Algeria

DO YOU TEACH PRONUNCIATION?

- HearSay multimedia training system uses automatic speech recognition and speech models from multiple talkers.
- User-adaptive training curricula for native Japanese and Mandarin speakers.
- Students receive immediate feedback on their English speech production and perception skills.
- For use in instructional settings or self-study.

HearSay
Affordable at Only US$59
Communication Disorders Technology, Inc.
1-800-647-7991
www.comdistec.com

Requires PC with sound card, speakers, and microphone.

In Japan, order directly from www.mouse.co.jp

ESL's Willing Classroom Debators

Thanks for the article by Michelle Alperin on cross cultural conflicts in the classroom (*ALR*, July/August 2001, p. 14). I have found that, in my experience, most ESL learners are more knowledgeable about world affairs than American students are. We have lively debates about many topics, some of which divide the class (America's role in the Balkan conflict or the proposal that English be the official language of the U.S.) and others which unite the students (like the Kyoto Protocol on Global Warming – the students don't understand why the U.S. won't sign!) These debates offer many opportunities for students to practice their English.

Mary Jane Carpenter
ESL Teacher
Towson, Maryland

One Computer Classroom Help

I have been reading Barry Bakin's Electronic Education series "Lessons For The One-Computer Classroom" and have found the exercises very helpful. It is sometimes difficult to keep the attention of my students with so little resources but the articles have been great tutorials on how to keep my students interested. Mr Bakin has created lessons that are not only educational but interesting and challenging to my ESL kids. Thank you.

Sally Andrews
Laredo, Texas
[Ed - Barry's 5th installment of the Lessons For The One-Computer Classroom (p.43) describes how your students can create a calendar using Microsoft Publisher.]

MACQUARIE UNIVERSITY ~ SYDNEY

MACQUARIE UNIVERSITY ~ SYDNEY

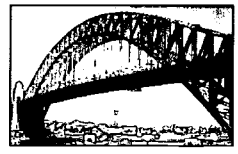
POSTGRADUATE DEGREES IN APPLIED LINGUISTICS BY DISTANCE OR ON CAMPUS

The Department of Linguistics is home of the Australian National Centre for English Language Teaching and Research and four other research centres, and has over 600 current postgraduate students in over 30 countries.

- Rigorous and challenging programs
- Choose from Applied Linguistics, TESOL and Literacy strands at Masters and Diploma levels
- Mixed mode (on campus and distance) readily available
- Discussion lists linking distance and on-campus students
- Pay only for the units you take each semester
- Work at your own speed, taking from one to five units each semester
- No residence requirements for distance students
- Admissions twice-yearly
- Credit transfer available

D App Ling
M App Ling
PG Dip App Ling
PG Cert TESOL
Also available
PhD and MA (Hons)

Further details from:
lingdl@ling.mq.edu.au
Linguistics Postgraduate Office,
Macquarie University Sydney,
NSW 2109, Australia
Tel: +61 2 9850 9243
Fax: +61 2 9850 9352



www.ling.mq.edu.au

LEARN TO SPEAK ENGLISH IN AMERICA
BEAUTIFUL PORTLAND, OREGON U.S.A.

- Portland is one of the safest cities in the USA
- Lower living expenses/No State Sales Tax to pay

Excellent intensive English Language Program

- Monthly enrollment
- Classes for all ages
- Caring Staff
- Highly qualified teachers
- 25 to 31 lessons per week
- Airport pick-up and personalized assistance
- Short and long term programs
- Brand new on-campus furnished apartment-style living
- 10 levels of English from Introduction to Advanced
- Cambridge TOEFL preparation class

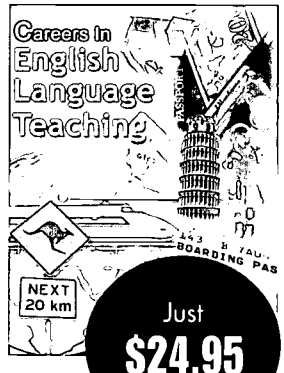


Multmonah Falls, Oregon

AGENTS WELCOMED!!
WESTERN PACIFIC COLLEGE
9237 SE POWELL BLVD.
PORTLAND, OREGON 97266
U.S.A.
Tel: (503) 775-8983
Fax: (503) 775-4967
www.westernpacificcollege.com
westernpacif@earthlink.net

THOUSANDS OF JOBS IN HUNDREDS OF COUNTRIES

Teach English and Travel the World!



Just **$24.95**

Careers in English Language Teaching (CELT) is the new guide book to one of the most exciting and in-demand jobs in the world. Anyone who speaks English will benefit by reading this practical guide. Whether you're looking for a way to finance your travels or a long-term, fulfilling career in your hometown, ***CELT*** will give you all the information you need.

Working Overseas
Employment and living in over 120 countries with:

- contact details of employers looking for teachers
- prospects for teachers, expected salaries, taxes and cost of living
- how to get visas and work permits
- finding accommodation

Working in the USA
Over 40% of all adult education is teaching English as a Second Language and every State has its own requirements. ***CELT*** tells you how to get qualified to get a job in the State of your choice.

Training
The most complete guide to all of the different types of course available, giving you independent advice on which course is right for you.

Plus a whole section on Career Development, including:

- using your other skills to help you get the best jobs
- starting your own business
- getting your work published

your copy today and start planning the rest of your life!
PPING | CALL FOR QUANTITY DISCOUNTS - (818) 763-8527

The current world situation provides remarkable opportunities for teachers of English as a second language. The M.A. from Wheaton College Graduate School will prepare you for the broadest range of positions in universities, language institutes, schools, and international agencies.

TESL: help meet the world's demand...



...with an M.A. or Certificate from Wheaton

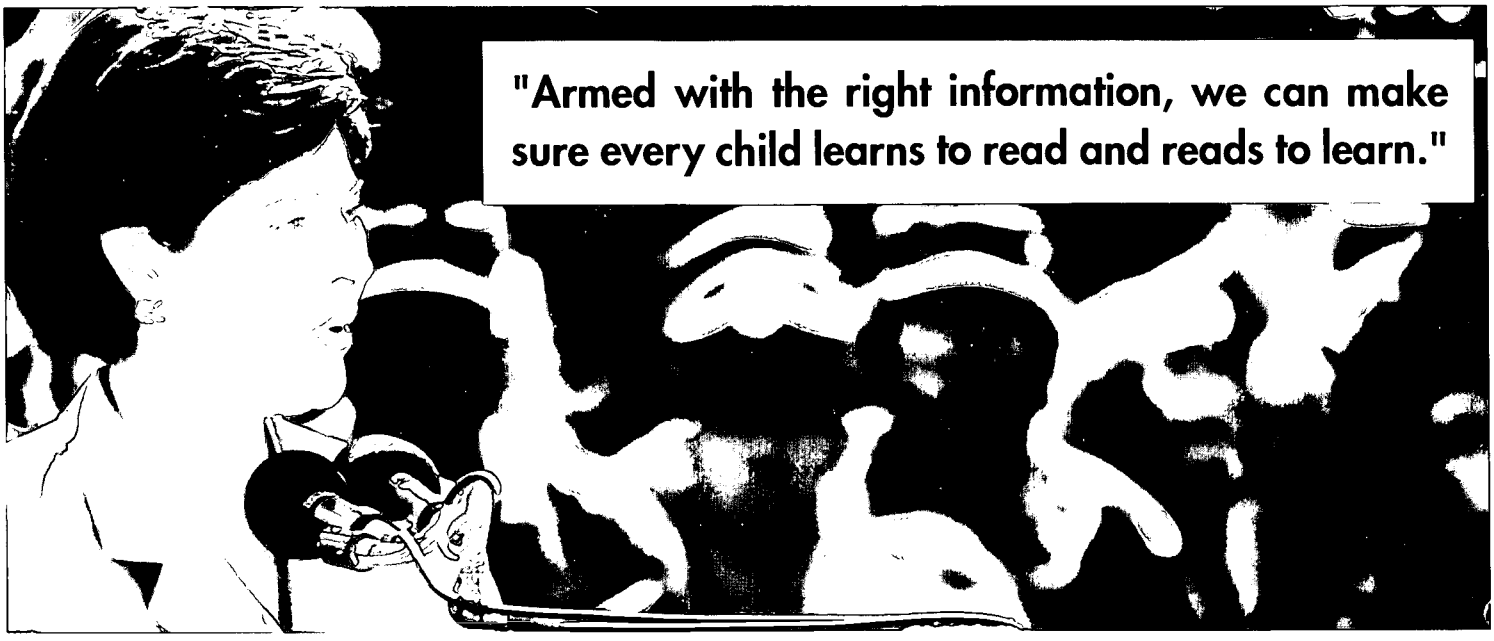
The TESL programs at Wheaton College Graduate School include training in literacy, curriculum development, computer-aided language learning, language testing, program administration, as well as a teaching practicum related to your interests and goals. Also, ask about the Institute for Cross-Cultural Training (ICCT), a one-month intensive introduction to TESL offered each summer.

For more information call **800-888-0141** or visit our web site at www.wheaton.edu/tesl.

Since 1860 For Christ and His Kingdom
Wheaton College
GRADUATE SCHOOL

Scholarship Committed to Servanthood

Wheaton College complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities.



White House Summit Places Priority on Reading Research

FIRST LADY Laura Bush recently hosted the White House Summit on Early Childhood Cognitive Development. The two-day summit entitled "Ready to Read, Ready to Learn" was designed to expand awareness of research and highlight proven early-learning activities that parents and educators can use to prepare young children for school.

The summit of 350 scientists, educators and children's advocates challenged participants to implement programs that improve children's acquisition of pre-reading skills. "We all have a duty to call attention to the science and seriousness of early childhood cognitive development," said Mrs. Bush. "Armed with the right information, we can make sure every child learns to read and reads to learn." Education Secretary Rod Paige added, "This is an urgent matter. Currently, our systems are not delivering what we need for our national well-being."

Several researchers presented the powerful facts about early literacy and cognitive development. According to Dr. Patricia K. Kuhl, co-director of the Center for Mind, Brain and Learning at the University of Washington, fundamental steps in language acquisition later play a critical role in the ability to read. "Our studies now show that infants' abilities to distinguish speech sounds at 6 months of age correlate with language abilities," Kuhl said. "The better infants are at distinguishing the phonetic units—the building blocks of speech—the better they are years later at other more complex language skills."

The language that parents, caretakers and most other people use unconsciously to communicate with infants is called "motherese" or "parentese." Kuhl discovered that this exaggerated, well-formed type of speech is used in cultures around the world and babies prefer and learn from it. "It's as important to explain that 'parentese' may help infants learn as it is to say that showing flash cards to 9-month-olds will not cause them to read any sooner," Kuhl said.

"Children with language and reading problems have trouble distinguishing the basic sound units used in speech. Since early speech skills predict later language skills, there is enormous hope that new tests will allow us to identify, very early, children who are at risk for later language difficulties. Early identification allows for intervention," Kuhl added.

Midwest Lures Teachers From Spain

A SHORTAGE of Spanish language teachers throughout the U.S. has led to some state education officials scrambling across the plain in Spain in search of suitable candidates.

Recently, officials from 30 states, including Nebraska and Iowa, went over to Spain to hire teachers through a program supported by both the federal and Spanish governments.

"Spain has a surplus right now," said John O'Connell, a consultant for the Iowa State Department of Education. "It boils down to this: We have a need, and they have the teachers who can fill that."

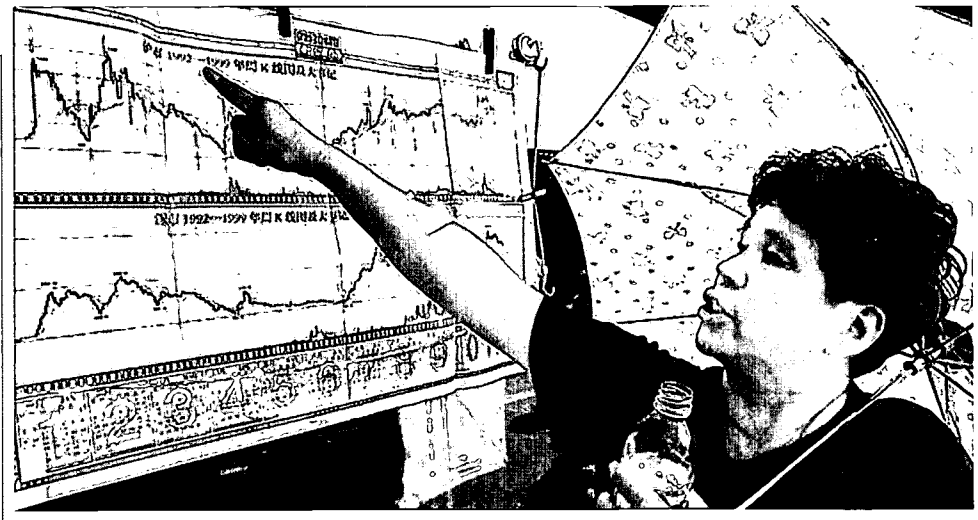
Colleges in the Midwest are producing graduates who want to teach foreign languages but many are attracted to better starting salaries in wealthier states.

"We were having an unbelievable time recruiting Spanish teachers," said John Dayton, principal of Northwood-Kensett High School in Iowa, which hired a teacher from Spain. "I did not have one fully credentialed applicant."

Graduates of Iowa's three state-run universities must take 24 credit hours of foreign language before they can teach it whereas new teachers from out-of-state can bypass this requirement.

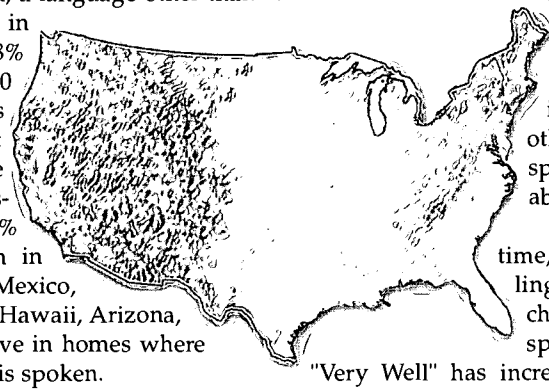
BEST COPY AVAILABLE

Linguistic Diversity Increases in the States



DATA RECENTLY released by the Census Bureau reveals that the U.S. is more linguistically diverse than it was 10 years ago and that English language proficiency is more widespread than it was in 1990.

According to information gathered by the Census Bureau, a language other than English is spoken in approximately 18% of the 700,000 households nationwide that completed the "long form" questionnaire. Over 25% of the population in California, New Mexico, Texas, New York, Hawaii, Arizona, and New Jersey live in homes where another language is spoken.



Although the data will be revised before final publication in 2002, some interesting trends among school age children are evident. For example, in the 10 years from 1990-2000, the population of children ages 5 to 17 living in homes where only English is spoken increased by 11%, while the number of children living in homes where other languages are spoken has grown by about 55%.

At the same time, the percentage of linguistic minority children reported as speaking English "Very Well" has increased from 62% in 1990 to nearly 70% in 2000. According to the Census estimates, approximately 86% of children in linguistically diverse homes were reported as speaking English "Very Well" or "Well". There also appears to be a corresponding decrease in the percentage of limited English proficient (LEP) children who speak English "Not Well" or "Not at All"; from over 14% in 1990 to approximately 12% in 2000. Even though the percentage of children with difficulty in English has decreased slightly, their numbers continue to increase along with the rapid growth in linguistically diverse homes.

Of the over 9,700,000 children residing in linguistically diverse households, the increase in the number of children in Spanish speaking homes was most dramatic (60%), followed by children in Asian and Pacific language homes (49%).

The number of children in homes where "Other" languages are spoken grew by 42%. Though all groups showed advances in the percentage of students speaking English "Very Well", children in Asian and Pacific language homes made the greatest gains (13% increase).

Utah Schools Need $19 Million for ESL Students

SCHOOLS in Utah need $19 million to give students learning ESL the education they're entitled to under federal law. The funding request came from the English Language Learners task force which recommends training for all teachers on how to help ESL students. "I think it's time we really took seriously our charge to make sure these students receive appropriate services," said task force member Laurel Brown.

Currently, Utah spends $3.5 million on programs for at least 40,000 ESL students. Patricia Bradley, at-risk services coordinator for the State Office of Education, said the allocation has hardly changed in six years despite an 84% increase in ESL students over the period. Bradley estimates that Utah needs at least twice as many as the 1,200 certified ESL teachers it has at present.

Foreign Languages on the Rise in U.S.

MORE STUDENTS at the K-12 levels are studying foreign languages.

According to a report from the Federal Interagency Forum on Child and Family Statistics, 81% of 1998 high-school graduates took a foreign-language course compared with 54% in 1982.

"What we're seeing are more schools talking about foreign language for all children," said Nancy Rhodes, director of foreign-language education for the Center for Applied Linguistics, "It's not just something for college prep, it's not for the elite, it's not something for gifted children. It's something for all children."

CAL surveyed elementary and secondary schools in 1997 and found that foreign language teaching has increased in elementary schools by nearly 10% in a decade. The percentage of secondary schools offering such classes, meanwhile, stayed fairly stable during the same period.

"Partly it's a grass-roots movement on the part of parents who are demanding more foreign languages at the elementary level, partly it's superintendents and principals really seeing a need at more and more schools," Rhodes said.

In 1997, more than 4 million elementary students were enrolled in foreign language classes, according to the survey. More than 2.5 million were in public schools, another 1.5 million were in private schools.

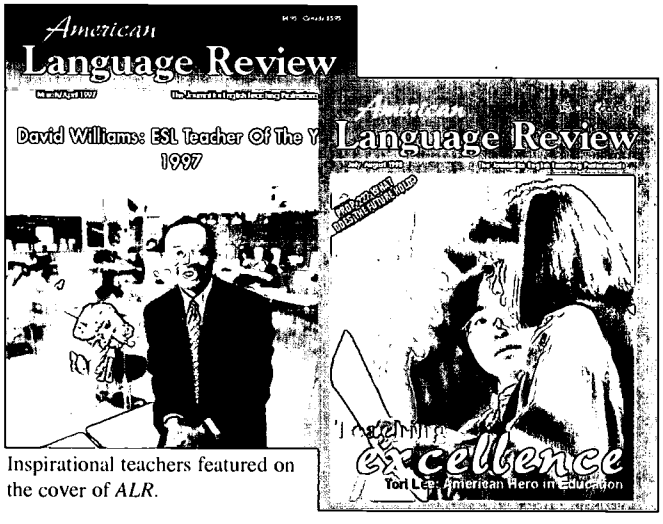
Spanish and French were the most common languages taught in elementary schools. Spanish instruction increased from 68% of schools in 1987 to 79% in 1997. Classes in Japanese and Russian also increased while Latin, Italian, Greek and Native American remained stable.

ANNOUNCING THE

Language

Teacher of the Year Award





Inspirational teachers featured on the cover of *ALR*.

To celebrate five years of *American Language Review* and the launch of *Language*, we are proud to inaugurate the annual *Language* Teacher of the Year Award.

The *Language* Teacher of the Year Honoree will be announced in June 2002 and featured on the cover of that issue. The Honoree will be chosen by a panel (to be announced) of respected language educators.

The *Language* Teacher of the Year will be flown to London, England for a week's holiday! Based in a superb Georgian period Bed & Breakfast mansion in central London, the Honoree will visit many historic and language-related sites including:

- Shakespeare's home in Stratford-upon-Avon
- The English-Speaking Union in London's historic Mayfair district
- Hampstead, hilltop home for many of London's literati including Keats, Kingsley Amis and D. H. Lawrence
- Oxford, featured in novels from "Jude the Obscure" to "Inspector Morse"

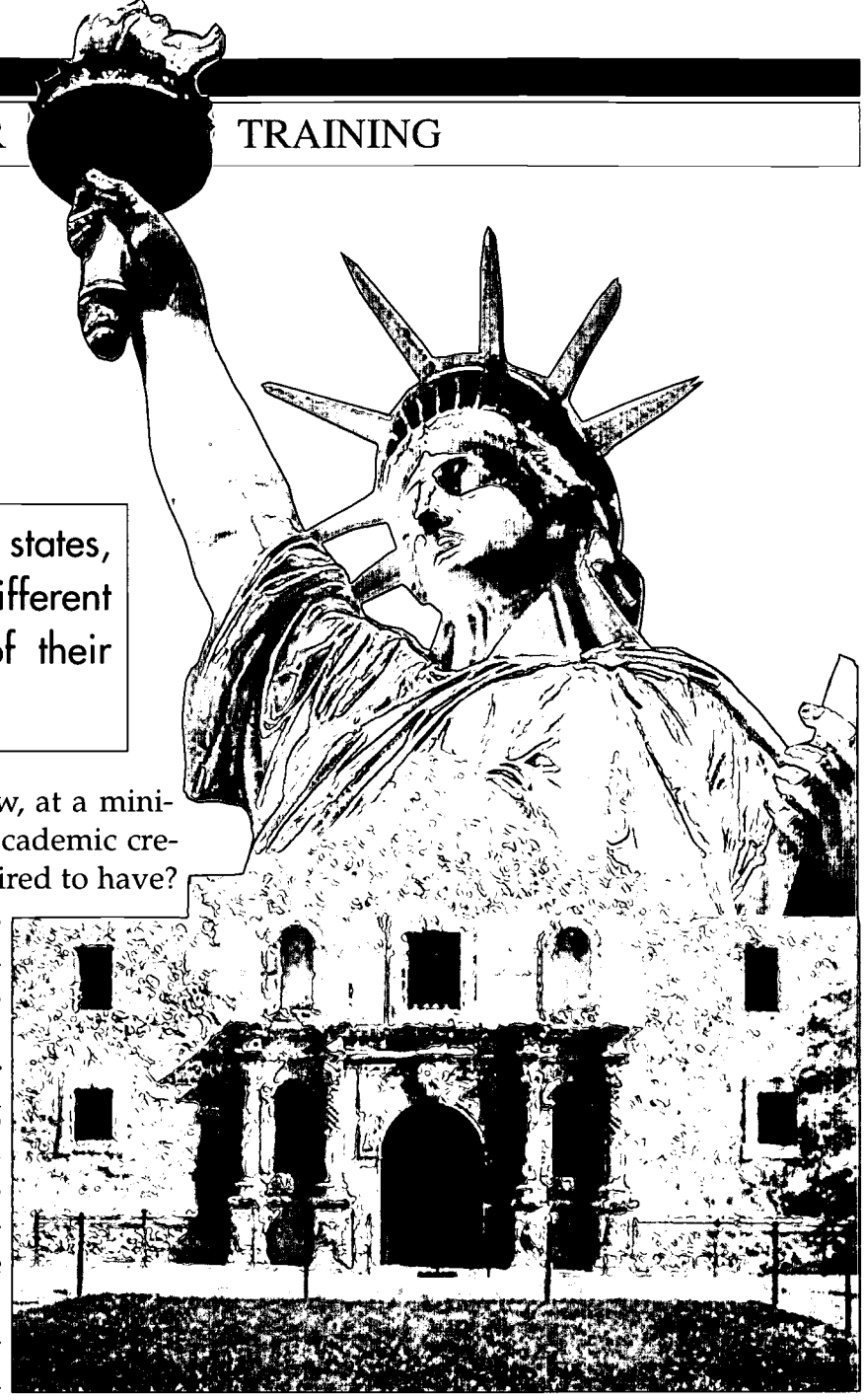
How to Nominate a Teacher for the Language Magazine Teacher of the Year Award

If you would like to nominate a teacher for the *Language* Teacher of the Year Award, please follow these instructions:

1. Write out your nomination (500-1000 words) explaining why your nominee should be considered as the *Language* Teacher of the Year. Be sure to include evidence of the contribution he/she has made to language learning with examples of how the teacher nominee has affected learners' lives. Also, make sure that you include the nominee's full name and the institution he/she is associated with. Remember that nominees can be teachers of any language, not just English.
2. Nominations should be sent to the Editor of *Language* via email (preferred) at editor@languagemagazine.com. Nominations can be attached as Word Documents or pasted into the body of a message. Please include a photograph. Nominations can also be faxed to +1 (818) 763-8529. Nominations can be mailed to: The Editor, *Language Magazine*, 11271 Ventura Blvd., Ste., 513, Studio City, CA 91604.
3. Each month, *Language* will feature a roundup of some of the nominations we have received. Just because your nomination has not been featured does not mean they are not under consideration.
4. Nominations must be received at Language Magazine offices on or before 31, 2002. Nominations received after this date cannot be considered.

RULES AND CONDITIONS: The *Language* Teacher of the Year Award is open to all schools in the USA and Puerto Rico teaching English and / or other languages to students in grades K-12 and / or to adult learners of English and / or other languages.
Employees and family members of Language Media, LLC and persons involved in this promotion and their families shall not be eligible to be nominated in the competition.
The ten finalists will be those language teachers nominated who have shown through their entries that they have made the greatest difference to the linguistic abilities of their students. The judges' decision will be final.
Entries must be received by the closing date for entries – March 31, 2002.
An "entry" is a completed, signed entry form.
Competition website can be used to download entry forms.
Entries cannot be returned.
Nominated language teachers and their entries may be used by Language in pre and post-publicity relating to the competition. They and their entries could be featured in Language, the competition website, in interviews and photographs or other media.
Prizes are non-exchangeable and non-transferable. No cash alternative will be given.
This full set of the rules can be sent on written request.
Copyright in any original work will remain with the owner.
Language will notify the 10 finalists of their selection by phone and email immediately following the judging. The overall winner will subsequently be notified by Language prior to the public announcement which will be published in *Language* in the June 2002 issue.
The *Language* Teacher of the Year will be invited to a prize-giving ceremony in London following the announcement of the overall winner. The competition organizers will pay for round trip coach air transportation between major ("gateway") U.S. airport nearest the winner's residence and London and for 7-consecutive-night bed-and-breakfast accommodation.
Following the announcement of the overall winner, all teachers that were finalists will be sent a certificate of merit.
The Award is open only to teachers employed in the USA and Puerto Rico between September 1 2001 and May 31, 2002.

Setting the Standards



Michele Alperin describes how two states, Texas and New York, are taking different approaches to the certification of their ESL teachers.

What do teachers have to know, at a minimum, to teach ESL? What academic credentials should they be required to have? State education departments are struggling to answer these questions in the face of intractable teacher shortages and increasing demand for ESL instruction. Some states have lowered standards for teacher certification in order to fill hiring quotas, essentially allowing supply and demand to dictate the qualifications required of teachers. Other states are finding ways to hold the line, or even to raise standards.

Perhaps no two states have more disparate teacher certification standards than New York and Texas. In many ways, these two states represent opposite ends of the educational policy spectrum. Both states have large LEP populations and suffer from teacher shortages, yet they have responded very differently to the political and demographic pressures that influence teacher standards. We spoke to teachers from both states to find out what they think about current ESL teacher certification standards and about the changes they expect to see in the future.

Texas: struggling with a shortage of teachers

Dr. Alonzo Sosa is the director of Bilingual Education and English as a Second Language Studies at Texas A&M University in Commerce, Texas. He says Texas is responding to its teacher shortage primarily by lowering its standards. "Texas has really loosened the requirements for initial teaching certification," Sosa says. The state has also expanded alternative certification programs, under which a college graduate can "take 12 semester hours [of teacher-training courses] and teach anything," according to Sosa. Emergency provisions also allow non-certified people to teach pursuant to special permits. Further complicating the certification scene in Texas is that both universities and state-run regional service centers are allowed to certify teachers.

Since Texas has loosened its standards for initial certification, it is perhaps no surprise that Texas does not offer full ESL certification, but rather a quicker, less comprehensive "endorsement" which is added to a teaching certificate. Two paths exist for earning an ESL endorsement. Teachers certified in elementary or secondary education may take the ESL Examination for the Certification of Educators in Texas (ExCET), without additional coursework. The second possibility is to complete an approved teacher education program with a specialization in ESL—requiring 12 hours of coursework at Texas A&M—and either a practicum or a year of successful teaching in an ESL/bilingual setting (and the candidate must still pass the ExCET). Although the ExCET is a rigorous multiple-choice test that purports to measure a comprehensive list of competencies, a question remains as to whether it is an adequate replacement for relevant coursework.

Despite the lowered standards, Sosa

continued p.14

from p.13

feels that teacher quality in Texas is not a problem, and that the state is not certifying poorly trained or inadequately prepared teachers. He would prefer, however, that Texas require courses in ESL methodology and language acquisition for all teacher candidates. (The teacher education program at Texas A&M-Commerce does require those two courses for the ESL endorsement, as well as general linguistics and sociolinguistics). Sosa's students also participate in a year-long student teaching program, with at least six weeks devoted to ESL. Sosa feels that all teachers should have ESL training because many schools in Texas have a very high percentage of Spanish-speaking students, and have numerous LEP students in regular classes.

New York: trying to uphold standards

In comparison to Texas, New York State ESL certification requirements are far more rigorous. In New York, teacher quality is a highly honored value, and state policy does not allow wholesale lowering of standards in response to the teacher shortage. In fact, New York has taken the lead among states by moving to raise teacher qualification standards. Beginning in 2003, all public school teachers will be required to have a masters' degree, says Carla Meskill, Associate Professor of Educational Theory and Practice at the State University of New York at Albany (SUNY Albany). The state's qualification requirements for ESL teachers are also high: a candidate must complete an approved program that specifically trains ESL teachers for pre-kindergarten to grade 12. The regulations also mandate a broad range of educational and social skills, including the ability to communicate with children's families and to use community resources appropriately. Required academic credentials include a bachelors' degree in liberal arts or science, college-level study of a language other than English, and a range of courses in language acquisition and multicultural education. Students must also complete a year of "college-supervised" student teaching of ESL, with a semester in elementary and one in secondary.

Another recently added New York State requirement, which reflects a shift in the ESL field over the past decade, is an increasing focus on teaching language through content areas. "ESL professionals are learning how to teach language through social studies, math, science, and language arts," says Meskill. "There is a correspondence between what kids are learning language-wise and their content areas of instruction." As politics have mandated a move away from bilingual education, she explains, content-based ESL education is helping to compensate by giving children the content they need so they do not "fall through the cracks." Rather than "teaching language for language's sake," she says, the goal is to teach children what they really need to know, "and they need the content areas of language to survive in school." New York's move towards content-based ESL education is echoed in a 1999 TESOL policy statement, which states that academic language proficiency, developed through content-based instruction, "is critical for success in school." New York's recent decision to focus on content has also engendered new content-based teaching materials published by New York and by the Center for Applied Linguistics.

> "Rather than 'teaching language for language's sake,' she says, the goal is to teach children what they really need to know, 'and they need the content areas of language to survive in school'."

The State's rigorous certification standards are reflected in the ESL masters programs at both New York University (NYU) and SUNY Albany. These 44- and 45-credit masters programs offer substantial coursework ranging across the skills and competencies needed by ESL teachers, and both require a full year of supervised student teaching, with one semester in elementary school and one in high school. Dr. Miriam Eisenstein Ebsworth, director of Doctoral Programs in Multilingual Multicultural Studies at New York University, gives high ratings to the New York State ESL certification requirements: "New York is one of the best states in terms of certification," she claims. "I think other states should follow New York State's example."

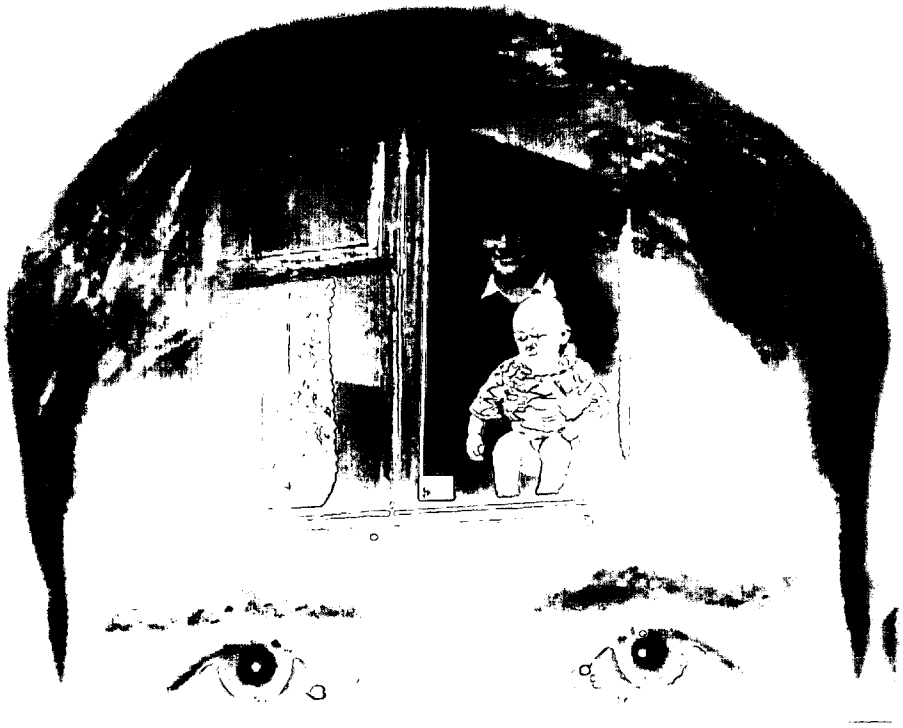
Despite its high standards, forces are at work that could weaken certification requirements and ESL teacher education programs in New York. Like many states, New York certifies some teachers via an alternative program which allows candidates to circumvent the more extensive traditional requirements. NYU's Ebsworth is concerned that the alternative route to certification might affect teacher quality: "Can you take bankers and put them in classrooms? On the one hand, we're trying to get teachers to have substantial preparation—linguistics, anthropology, literacy, technology, and methodologies—and on the other hand, we have a teacher shortage and are sticking people in without experience. It seems a little inconsistent."

More problems ahead?

Texas A & M's Sosa foresees potential problems if teacher certification standards are not maintained. For example, he shudders at the thought of increasing numbers of alternative route teachers, who have not gone through university teaching programs, struggling to manage ESL classrooms. He is even more concerned about the pressure on these teachers to prepare the students for state-mandated content exams, which begin in third grade. "ESL teachers are under tremendous stress to get students to pass," because the schools receive ratings based on the results of these tests, he explains.

To Ebsworth, the threat to ESL teacher standards comes from deeply ingrained political attitudes. "The difference is about politics," she says. She describes New York as a relatively pro-immigrant place in which many residents are only a generation away from their immigrant roots. As a result, state officials are willing to allocate resources to education, and in particular, to the education of immigrants. By contrast, she sees Texas as a very different place, in which politicians say they care about education, but are unwilling to allocate sufficient resources. "It is meaningless to expend resources on testing to standards unless resources are allocated to support the learners' education so that they can meet those standards." For Ebsworth, solid ESL teacher certification requirements are the first step in ensuring the teaching expertise that will transform English language learners into productive citizens.

New research suggests that adults may be more receptive to second language acquisition than was previously thought. **Marie B. Maher** investigates.



Opening Windows of Opportunity

Researchers have long known that a child's brain is structurally different from that of an adult. Groundbreaking studies in the 1970s showed that the density of synaptic connections in the brain peaks in early childhood, and that we gradually lose synaptic density as we approach adulthood. Based on these studies, many brain scientists concluded that adults just do not have the same capacity for learning as children. Some even asserted that there is a "critical period" between the ages of four and 10, and that if certain skills, such as second language acquisition, are not learned within that time, the "window of opportunity" slams shut forever.

Recent research has caused some experts to re-think this "critical period" theory. Neuroscientists and psychologists are beginning to question whether adults really are at an innate disadvantage when it comes to learning, and they are looking more closely at the "critical period" and its impact on language learning. Some studies suggest the ability to learn a second language is far more subtle and complex than the "window" analogy suggests, and that the adult brain is far more adaptable than previously thought.

New thinking about the brain's ability to learn language

John T. Bruer is president of the James S. McDonnell Foundation, which supports research on neuroscience and cognition. He is also the author of *The Myth of the First Three Years*, in which he examines current research on early brain development and lifelong learning. He states that most learning is not limited by "critical period" constraints, or by a fixed "window of opportunity." According to Bruer, the brain develops throughout life and is continuously affected by experience. He believes that the brain may be able to reorganize itself, not just in early childhood, but in later years as well. He also believes the diminution of synaptic connections in adolescence and adulthood may not be as critical as was previously thought; in fact, he thinks we may find that there is no linear relationship between the number of synapses in the brain and the level of intelligence. The brain is just not that simple an organ, he contends.

Bruer believes that language acquisition may present a special case in the "critical period" debate. In *The Myth of the First Three Years*, he states:

Language, like vision, is a species-typical behavior, and therefore may involve a critical period. Learning a first language presents a very different, and intuitively more difficult learning problem than does learning a second language. Once we acquire a first language in childhood, we can use our understanding of that language, plus our general intelligence to construct analogies between the two languages to help us learn the second one. These different learning problems create the possibility there might be different critical periods in each case.

Another scientist who is re-thinking the "critical period" hypothesis is Fred Genesee, director of the Language Acquisition Program in the Psychology Department at McGill University in Montreal, Canada. Like Bruer, he believes the brain is much more "plastic" and adaptable than previously thought, and that specialized functions of specific regions of the brain are not fixed at birth. He agrees with Bruer that the "critical period" hypothesis may be more relevant to first language acquisition than to second language acquisition, but he feels a jumpstart on second languages has a beneficial impact, too. "A lot of evidence indicates that a younger start to second language learning is more likely to result in higher levels of proficiency if exposure to the second language is extensive and naturalistic," he said. "[But] research also shows that despite the advantage young learners have, older learners have the ability to achieve remarkably advanced levels of proficiency if they are motivated and have the right learning environment."

The "critical period" theory remains influential

Still, for most people, there are critical times

continued p.16

ERIC BEST COPY AVAILABLE



Poetry

Darrin Hayes describes how he uses performance poetry to enhance language learning in the classroom.

We're here! To deal you delightful alliterations. Hit you with poetry celebrations. We're here! To stand on words that tickle your tongue. Cut you rhyme that laughs with love....

As our poetry performance begins, Karen Alexander and I have quickly gained the attention of the nearly 30 children sitting on the classroom floor at Sallye B. Mathis Elementary School, in Jacksonville, Florida. We continue presenting our poem, titled *Full House (2000): "We're here! To shuffle the sounds. Stand on metaphors. Hit on straight hearts. We're here! The king of performance. The queen of rhyme. We're dealers of poetry. TWO OF A KIND!"* When Alexander and I finish our performance, the children erupt in applause and cheers, and their faces show the kind of joy and attentiveness that few teachers ever get to see.

Teaching Children to Enjoy Language through Poetry

As much as the students and I enjoy these poetry performances, I don't do them just for entertainment. Mathis Elementary is a typical urban elementary school, with a 95% minority student enrollment. The school has a high percentage of economically disadvantaged and at-risk students, many of whom need a great deal of extra help with their language skills. As a professor-in-residence at Mathis, I was looking for a creative way to improve our students' language skills and keep them actively engaged in the learning process. Performance poetry has helped us do all of that and more.

To introduce performance poetry to the students, I meet with them weekly to demonstrate some techniques and share a performance. Last year I also helped the

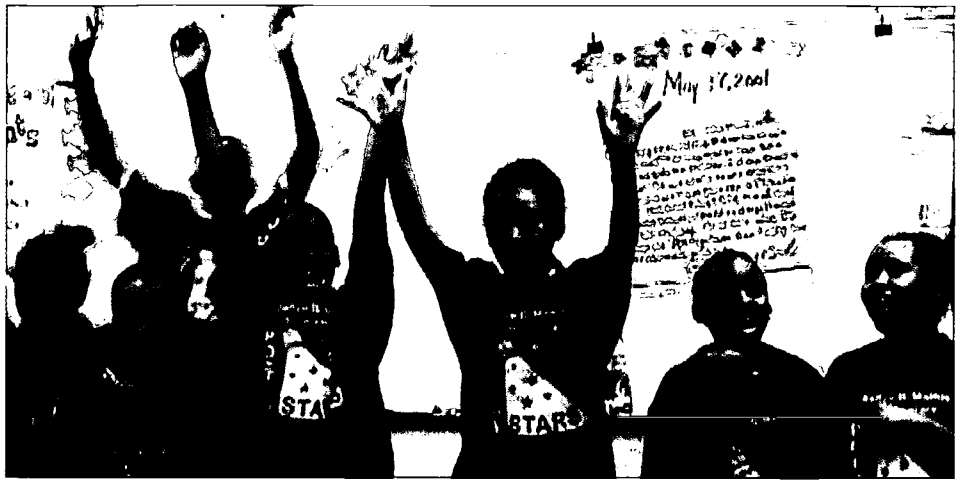
LEARNING SCIENCE from p.15

for language acquisition, says Arnold B. Scheibel, M.D., a professor of Neurobiology and Psychiatry at UCLA. Scheibel was the director of UCLA's Brain Research Institute and is the author of numerous articles and books on brain organization and cognitive function. "We know, for example, that during the first eight to ten years, the brain is richest in synaptic connections per unit volume and that the pruning period (or loss) of the less-used connections is underway," Scheibel says. "It's remarkable how a child learns during the first decade, but we still don't know all the things that make the brain such an ideal linguistic learning organ during this time." Scheibel says though we learn at any age, it typically becomes more difficult as we get older. "So I would agree that the critical learning window seems to be the first decade of life," he said.

Tracy Lewis Brown, a professor who teaches the Psychology of Language at the University of North Carolina, says older learners of second languages generally have a harder time with phonetics. "When an adult second-language learner confronts the sound system of a new language, they may not be able to hear or produce speech sounds or contrasts that were not functional in their native language," he said. "As a result, many second language learners preserve a native-language accent pattern even though their grammar and vocabulary skills in the second language may be fluent or at near-native levels." Eliminating these non-native accent patterns, says Brown, requires extensive and intensive phonological training for adult learners and yet children in first language acquisition easily handle these same patterns. "It seems that children are particularly tuned to aspects of speech production and speech perception while adults are not," he said. "In my view, even when adults are completely immersed in a non-native language and cultural setting, the speed, completeness, and effort needed still look very different from that of children."

Brown says while there is a move underway to re-think critical or sensitive learning periods, spoken language acquisi-

in Motion



The Poetry Stars of Sallye B. Mathis Elementary (pictured far left and left) **are a performance club under the direction of Dr. Nile Stanley, professor in residence, through the University of North Florida College of Education's urban school initiative. Third and fourth graders auditioned to become members of the group, which does poetry as theatre for school and community audiences. The self-proclaimed "Stars" also improved their literacy skills as they studied poetry through reading, writing, discussion, memorization and performance. The Poetry Stars' teachers said the club bolstered the children's poise, confidence, and enthusiasm. Getting to perform for a worldwide audience through Dr. Stanley's streaming video website http://www.unfedu/~nstanley/climb.htm was also "really cool," said both club members and teachers.**

teachers start a poetry performance club (called "Poetry Stars") for third and fourth grade students. The club members present "poetry as theatre" for school and community audiences. The club helps students improve their literacy through reading, writing, memorization and performance of poems. It also encourages their enthusiasm for poetry as an art form. "We currently have 10 students in our poetry club, says Principal Mary Wright. "Students memorize and then perform the poems in front of their peers. The program has brought richness to our school's literacy program."

We have been using performance poetry at Mathis Elementary for some time now, but the benefits became obvious very quickly. Whether the performance is in a school assembly, a classroom, or a park, the audience reaction is consistently enthusiastic and positive. "Do that poem again, mister!" and "I never liked poetry until today" are typical reactions from audience members. It is a great way to bring words alive and get children excited about learning.

Poetry and Language Development

Performance poetry (also called "poetry theater" or "poetry in motion") has been widely advocated for enhancing language arts curricula (Grainger, 1999; Larrick, 1991; Strickland, 1997; Wolf, 1993).

Strickland (1997) observed the interdependence of poetry with the other language arts. He found that students' improvements in one area, such as oral language skills, had a positive effect on other areas, such as written language skills. He concluded that reading, writing and reciting poetry provide valuable support for developing literacy skills.

Gasparro and Falletta (1994) studied the ways that using performance poetry in the ESL classroom enables students to "explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language." By performing even simple poems, learners are able to participate intellectually, emotionally and physically in the learning experience.

The Influence of Ebonics

At Mathis Elementary and other schools with a large minority enrollment, there is a

continued p.18

tion may retain its exceptional status. "I do think there's a lot of room for debate on how strong critical periods are," he said. "But the basic idea that children are specially-prepared to attend, process, and learn spoken languages seems quite solid to me."

New thinking on innate learning ability has practical applications

Brown has some advice for classroom teachers: "I would emphasize that teachers keep in mind the critical period is for spoken languages only and does not apply to reading. Vocabulary learning is learned, not innate. It benefits speaking, listening, and reading, and should therefore be maximized." He a[illegible]ports earlier language training: "Most children around the world acquire two or more languages to fluent levels in childhood," he said, "yet most Americans are profoundly monolingual. This is embarrassing. It makes us look like hicks internationally, and it's unnecessary. Also, there is evidence that learning a second language early makes it easier to learn other languages later. Serious language instruction should become a priority in early education."

Fred Genesee agrees that starting bilingual school programs early will help children capitalize on their innate language learning ability. But he feels that teachers should not lose sight of the fact that older students can also excel at second language acquisition. "The critical period theory talks about the biological limits of an individual acquiring full competence in a second language," he said, "but education is about providing learning environments that extend our innate limits.

"There is a lot of research [showing] that older learners (adolescents and adults) are very efficient second language learners in classroom settings. They can make rapid progress in relatively short periods of time; in fact, they probably learn faster than young children. I always remind educators that even though there are lots of reasons to start second language education when learners are young, older learners are effective and efficient too."

from p.17

particular challenge with regard to the type of speech used for reciting poetry. Many students use the black vernacular while performing poetry, and in everyday speech. The question, of course, is how far the teacher should push the students to use Standard English. Many of these students need as much positive reinforcement as possible. They also need to communicate clearly in Standard English in order to be successful in society.

Graylen Todd Graham, an African American high school English teacher, discussed the inherent challenges in teaching English to African American students in the March/April '97 issue of *American Language Review*. He stated: "Even though many blacks are capable of mastering the standard form; there are factors that discourage them from doing so. As a matter of fact, many speakers of Black English are hostile to mastering Standard English because of deep inner conflicts."

For the time being, there may be no satisfactory conclusion to the ongoing debate over Standard English and Ebonics. Scholars will probably continue to discuss the issue, and classroom teachers will wrestle daily with the dilemmas it presents. The social, moral and pedagogical issues it raises will remain fertile ground for further academic studies for years to come.

Publishing Poetry Online

During the time I have been working with the students at Mathis Elementary and other schools, I've seen how children like to perform before others. The students want to have their work noticed. That is one of the primary reasons I created the Nile Crocodile Web Site (http://www.unf.edu/~nstanley/) where students can publish their written poems and video clips of their performances online (in the "Climbing the Poet Tree Club" section; http://www.unf.edu/~nstanley/climb.htm). I established the web site as a place to showcase children's performance poetry and provide an easy-to-use resource for educators and parents interested in helping children develop literacy. Plans for expansion of the site include a peer-review section, where students will vote on various poems and select the Poet-Tree Poem of the Month. The resource could also be adapted for various age groups. For young children, a poem builder game could be developed where students, using their computer mouse, could simply "click and drag" objects and words on the screen and build their own poem. For older students, poems could be developed and/or performed in the form of "rap."

Tips for Doing Poetry Theatre with Children

Here are some simple-to-follow guidelines for developing a performance poetry program for elementary students in your school or classroom and for encouraging students' interest in poetry:

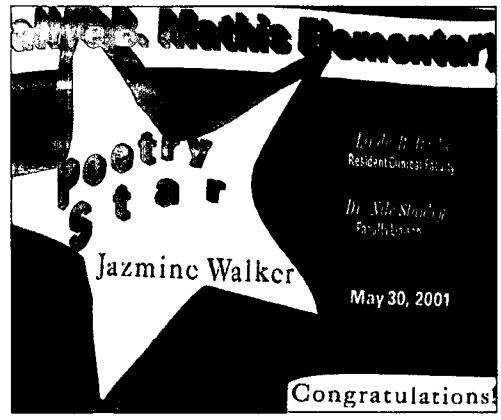
1. Make use of every opportunity to immerse children in poetry. Larrick (1991) recommended introducing poetry to children through listening, singing, chanting, impromptu choral reading, body movement and dance dramatization. Likewise, Perfect (1999) recommended that we "immerse children daily in poetry of all kinds—rhymed and free verse, serious or silly, to help make poetic language both familiar and provocative."

2. Choose simple, active, conversational poems that lend themselves easily to performance. I use the "3 R" test for helping children choose a poem. Does it have rhyme, rhythm or repetition?

3. Get close to your audience. Get down on the children's level. In performing poetry for young children, have them sit on the floor, "criss-cross applesauce." You want the children to experience facial expressions and body movements up close.

4. Keep the performances brief. If you have permission, videotape the performers. Follow-up by having the children critique their "screen tests," focusing on performance basics: facing the audience, confident stance, voice loudness and clarity, memorization, characterization and actions.

5. Strike a balance between "molding" versus "unfolding" the children's performance of the poem. Encourage the children to act out spontaneously by using their imagination and self-expression. It's fun to just read a poem aloud and have the children play "let's pretend and act it out."



Another Shining Poetry Example

6. Make the performance highly interactive, but do not put children under pressure to perform. If a child prefers to watch instead of participate because of fear or shyness, allow it. Be sensitive to language differences and delays.

7. Model good audience manners. Discuss some ground rules with the children before you begin. Tell them they may laugh and even participate at times. Other times they have to remain silent. Always show respect when someone is performing.

8. Be willing to get out of your comfort zone. Be a co-performer and writer of poetry. Fostering a community of learners. The teacher should be a good role model, able to move back and forth from "guide on the side" to "sage on the stage!"

9. Make time to work one-on-one with the children. Use the reading and writing of poetry as an opportunity to reinforce word recognition, vocabulary, comprehension and spelling skills.

10. Guide children to appreciate more sophisticated poetry. Short, silly, slapstick poems are great motivators for struggling readers, however; children can perform more sophisticated poetry under the guidance of a skillful teacher.

My experience has shown that the best method for teaching poetry is to have children experience it directly. Whether scheduling a visiting poet to perform for a class, having students perform published poems, or encouraging students to write and perform their own poems, there is nothing like participating in poetry to jumpstart a child's' interest and enthusiasm for poetry and reading.

References: Gasparro, M., & Falletta, B. (1994). Creating drama with poetry: Teaching English as a second language through dramatization and improvisation. ERIC DIGEST [Online: ED368214 http://www.ed.gov/databases/ERIC_Digests/ed368214.html].

Graham, G. T. (1997, March/April). Understanding Ebonics: A teacher's viewpoint. *American Language Review*.

Grainger, T. (1999). Conversations in the classroom: Poetic voices at play. Language Arts, 76(4), 292-297.

Larrick, N. (1991). Let's do a poem! Introducing poetry to children through listening, singing, chanting, impromptu choral reading, body movement, dance, and dramatization. New York: NY: Delacorte Press.

Perfect, K. (1999, April.). Rhyme and reason: Poetry for the heart and head. *The Reading Teacher*, 52, 728-737.

Stanley, N., & Alexander, K. (2000). Full house (Poem) from *Poetry in Motion*. Retrieved July 30, 2001 from http://www.unf.edu/~nstanley/motion.htm.

Strickland, M. R. (1997, September/October.). Celebrate back to school! It's as easy as poetry. *Creative Classroom*, 32-35.

Wolf, A. (1993). It's show time: Poetry from the page to the stage. Asheville, NC: Poetry Alive! Publications.

BEST COPY AVAILABLE

ABC'S Book Supply

Your One Stop Shop for Spanish Education Materials



¡Muy bien!

The new program for Spanish as a second language as reviewed in *Language*



ABC'S BOOK SUPPLY, INC. is a distributor of Spanish educational materials, including textbooks, posters, class room decor, literature books, dictionaries and much more. Our objective is to provide a "One Stop" shopping place for all your Spanish material needs.

ABC'S Book Supply, Inc.
7319 West Flagler Street • Miami, Fl. 33144
Toll Free 1-877-262-4240
Fax: 305-262-4115

www.abcsbook.com ■ abcsbook@abcsbook.com

Choosing Tests That Work



What is the most effective way of testing language students? **Amanda Cuda** asks some experienced teachers which methods work best for them.

They can make the difference between moving on to the next grade and being held back. They can induce nightmares and cold sweats among students of any age, and inspire some to concoct ridiculous excuses just to avoid them. Tests are a major facet of education. But almost every teacher uses a different method to determine how well his or her students understand class material. Some use pre-written tests from textbooks. Others develop their own tests. Still others forgo traditional testing entirely.

Which way is the most effective? To find out, I spoke to language teachers at educational institutions across the U.S. about what testing methods they used and how well their system worked.

Flore Zephir said the best way to test a student's knowledge of a language is to ask them to apply what they've learned to everyday conversational situations. Zephir is an associate professor of French and African Diaspora in the Romance language department of the University of Missouri at Columbia. She also used to coordinate the university's foreign language program.

A teacher at the university since 1988, Zephir said exams that simply ask students to regurgitate what they've learned in class are a poor way of determining how well they understand the lesson. She said seeing how students use context to determine the conjugation of a verb makes them better equipped to have a conversation in a foreign language. "We're trying to move them into a situation where they can communicate in the language," Zephir said. For instance, she said, in testing a student's knowledge of the subjunctive tense, an instructor might ask students to come up with three things they must do to get an A in the class. "That way, they have to rely on context," Zephir said. "If the understanding isn't there, then they can't do it. This method works very well."

Some teachers find, for one reason or another, that writing their own tests isn't al. Sandy Knight, a Spanish teacher at West Greene High School in Pennsylvania for the last six years, uses Scott Foresman's *Paso a Paso* series. The questions are generally based on conversations between friends. Some words are left out depending on what the teachers are testing for, such as verb usage. Sometimes, the test includes a word bank from which students can select which words best complete the phrase.

For instance, Knight said, a typical test question could look something like this:

"Tomas: *Juan, Cómo estaś?*
Juan: _____ *bien, gracias. Y tú*?
Tomas: *Así, así.*
Juan: *De donde eres*?
Tomas: _____ *de Cuba*"

"It really shows if the students understand the conversations and if they can use the use the correct verb forms," Knight said.

The tests usually have several sections, including one that asks students to identify vocabulary by the use of pictures, a section on reading, a section on speaking, one on culture and one on listening. In addition to teaching Spanish, Knight also has taught first grade, second grade, Kindergarten, sixth grade and Latin American social studies. In her experience, some textbook tests and quizzes work better than others. "I don't always use them all," Knight said. "I have found through trial and error which one don't and which ones do work."

She said she also uses oral tests to assess how well students use vocabulary and grammar. "Written tests are fine for objective skills but the best tests are oral," she said. "Foreign language must be meaningful and relate to their everyday lives."

One drawback of testing from a book is that it increases the likelihood of cheating, Knight said. Because the tests are already prepared, it's possible that students can get a copy beforehand.

But Knight said she doesn't have the time to write the tests and quizzes herself. She has an average of 110 students a day and teaches five different classes at different levels. She teaches one class of introductory Spanish, two classes of Spanish 1, two classes of Spanish 2, one class of Spanish 3 and one class of Spanish 4. She gives at least three quizzes a week to each class.

She said most of her time outside of school is taken up with correcting papers and preparing her lesson plans for the next day's classes. She also travels with her stu-

dents and recently returned from a trip to Spain.

Though Knight goes by the book, other teachers prefer less traditional methods. Manny Nogami teaches English as a Second Language to international students preparing for universities or careers. Nogami, who teaches reading, writing and grammar at the Spring International Language Center in Denver, said she finds testing writing skills the most difficult kind of assessment in ESL. She said instructors are sometimes too subjective in their grading. "After grading a particular student's papers all semester, teachers found that their assessment of students was usually skewed," Nogami said.

Previously, she taught at Dallas Community College where she and her colleagues developed a new system for testing writing. Under this method—known as the portfolio system—two instructors each evaluate a student's essay separately. If they agree on whether to pass or fail the student, the scores stands. If the instructors don't agree, the essay goes to a third reader who also evaluates and breaks the tie.

Nogami says the portfolio system uses a series of criteria such as focus and development, organization, purpose and audience, sentence structure and edited American usage. She said the method is superior to other systems in determining whether a student should go on to the next level. "Students respond favorably to the portfolio method," she said. "They realize this prevents preconceptions on the part of the teacher affecting their grade or progress to the next level."

According to Jeanne Hind, director of the Spring International Language Center, the school uses a slightly different method of testing. She says that although instructors might give an occasional grammar test, the center generally doesn't rely on traditional exams, but on such methods as anecdotal reports of a student's progress. "It's more of an ongoing assessment," Hind said. "It's not really a testing situation. We're trying to move away from the idea that testing can show how well a student has learned a language. With our methods, the teacher has more information than a test would provide."

> "Written tests are fine for objective skills but the best tests are oral," she said. "Foreign language must be meaningful and relate to their everyday lives."

One expert says the true test of a student's language proficiency is how well they converse. Michael Jack is the curriculum director for Berlitz International, a Princeton, N.J.-based organization that specializes in teaching both foreign languages and English. The company's main business is teaching languages to employees of large companies with international business, such as airlines. "Very often these companies have people who aren't native English speakers working in an English language environment and want to make sure they can survive," Jack said, adding that the same is true of American companies who want their employees to fit in oversees.

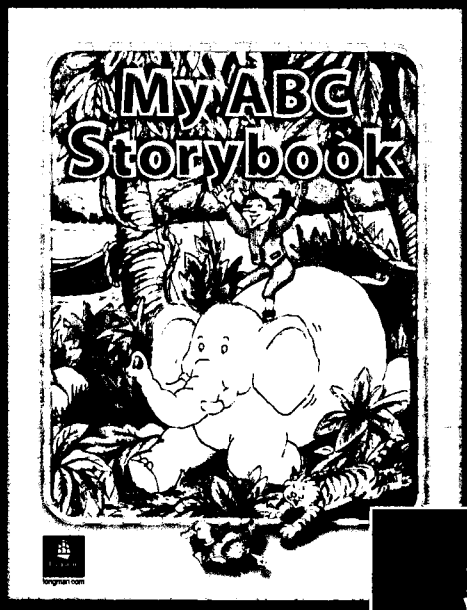
Berlitz—which has been in existence for more than 100 years—uses a series of speaking tests to ascertain a student's proficiency in a certain language. In addition to providing language instruction for companies, Jack said Berlitz had also supplied language placement services for the University of Phoenix.

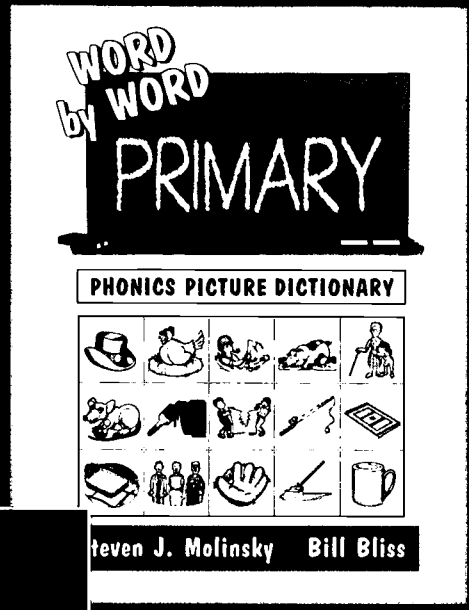
Jack said written tests, such as Knight's, are good for teaching a basic understanding of a language, but aren't the best way to prepare a student for conversing in the international business world. "Written tests will show you certain things," he said. "I think it works very well to show someone's knowledge about a language. But written tests won't show how well they use a language in conversation. The real focal point of the institute is speaking."

Whether they use a textbook, their imagination or some other method, all of the teachers I talked to had a common goal—to make sure their students were prepared to use the language they were learning in real life situations. Most agreed that written testing alone doesn't do the trick, and that, to properly assess a student's understanding, teachers should use some sort of oral evaluation. They also seemed to place a high importance on how well the students responded to the tests.

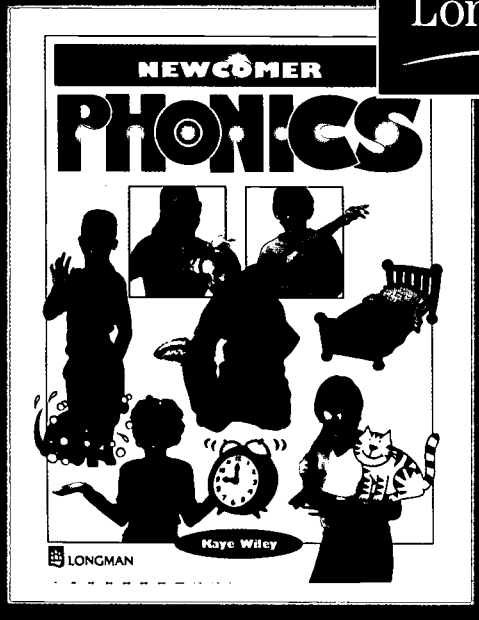
Knight said a lesson is more likely to stay with a student if they feel it can be applied in their everyday life. "The most important thing is to make it meaningful," she said. "The students need to feel that what they are using and learning is useful."

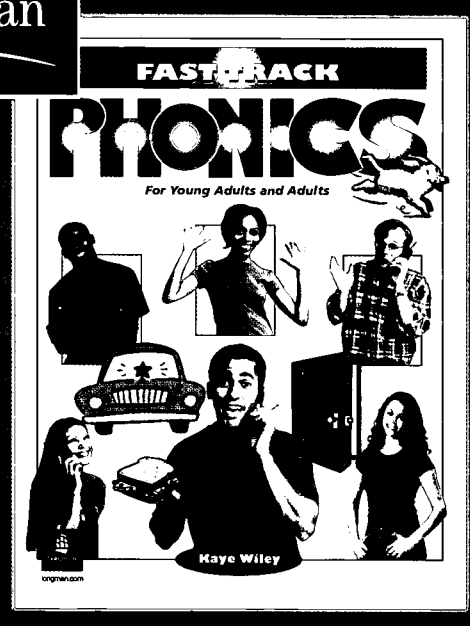
Networks for EFL Teachers
TEFL.NET
...because you teach English
Communities for EFL Students
EnglishCLUB.com
...because people speak English





Longman





Think Longman ESL

Life is full of choices, and we're here to help you make the best one for your students. Longman provides exceptional educational materials for ESL students from imprints you already know and trust like *Scott Foresman, Prentice Hall Regents and Penguin.*

So when you think about purchasing ESL educational products—think Longman ESL.

VISIT OUR WEBSITE OR CALL: www.longman.com • 1-800-375-2375

Longman • Scott Foresman • Prentice Hall Regents • Penguin

Longman

A Testing Odyssey

The ALTE Conference showcases assessment research in the European Year of Languages. J. Ignacio Bermejo reports from Barcelona.





Dr. Bernard Spolsky (Bar-Ilan Univ.) and Dr. Geoff Brindley (Macquarie Univ.) (top) were both invited to speak at ALTE. Dr. J.L.M Trim (inset), project director for Modern Languages Council of Europe (1971-1997)

The Association of Language Testers in Europe (ALTE), met in July to discuss how the international recognition of linguistic abilities and qualifications could be implemented; to present the latest developments in computer-based testing; to elaborate on basic assessment concepts like exam validity, reliability and transparency and to make plurilingualism more accessible to the citizens of a modern multilingual society.

The meeting was attended by members of large examining organizations such as U.K.-based University of Cambridge Local Examination Syndicate (UCLES) and the Instituto Cervantes (Spain), and smaller assessment agencies of minority languages including Institiúid Teangeolaíochta Éireann (Ireland) and the Basque Autonomous Government. Academics, researchers, inspectors and teachers from all five continents were among 369 participants.

Two Council of Europe (CoE) publications, the *European Framework of Reference* (EFR) and the *European Language Portfolio* (ELP), were also highlighted. The *Portfolio* comprises three parts: passport, language biography and dossier. It combines formal language certification with self-assessment and a folder with the documents that the learner has produced in the foreign language.

The *European Framework of Reference* formed the core of the debate. Dr. J.L.M. Trim, project director for Modern Languages at the CoE from 1971-1997, defined the *Framework* as "an intellectual tool in the hands of teachers and language users." Dr. Trim explained that the authorship belonged "to the teaching profession in Europe" and his job had "only" been to coordinate 2,000 teachers and experts around Europe to produce a document that clarifies terminology, describes current teaching practices and provides "a sound base for mutual recognition of qualifications." Sari Luoma from the University of Jyväskylä and Neus Figueras, from the Generalitat of Catalonia, presented *Dialang*, an Internet-delivered diagnostic test in 14 European languages; Neil Jones from UCLES and James Purpura from Columbia Teachers College, NY, reported on the prototypes they have developed using the *Framework* and descriptors. H.I. Hacquebord and S.J. Andringa from the University of Groningen have created an electronic text comprehension program. Jill Burstein and Claudia Leacock, from ETS Technologies explained how automated essay scoring programs can provide relevant feedback on discourse structure and grammatical errors. Geoff Brindley, from Macquarie University, Australia, talked about teacher professional development, task development, quality control mechanisms and validation research. Anne Lazaraton from the University of Minnesota, demonstrated how conversation analysis can be a valid and reliable approach to understanding the language interaction that takes place in oral exams, and Lynda Taylor, from UCLES, explained how conversational and discourse analytic techniques were used with quantitative analyses to revise the assessment criteria and rating scales of the IELTS and CPE tests.

Prof. Charles Alderson, from Lancaster University, ended with a vibrant speech in which he acknowledged ALTE's 11-year contribution but boldly challenged it to change from being "an exclusive cartel of testing companies" to "capacity building."

In the new millennium, with computers starting to assess human performance, when education has become big business and the separation between marketing and research is blurred, Arthur C. Clarke's and Stanley Kubrick's metaphor still raises questions about the mystery of human evolution: Will plurilingualism be our new cognitive frontier? To what extent will critical thinking be replaced by machines? What should be specially scrutinized by human critical judgment? Whatever the answers to these questions, 2001 has started a Testing Odyssey.

Websites

ALTE: http://www.alte.org/
Council of Europe, Modern Languages: http://culture.coe.fr/lang/index.html
Dialang: http://www.dialang.org
EAQUALS: http://www.eaquals.org/
ETS Technologies: http://www.etstechnologies.com/welcome-all.htm
UCLES: http://www.ucles.org.uk/

Publications

Alderson, Ch. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.

Common European Framework of Reference for Languages: Learning, teaching, assessment, (2001). Cambridge: Cambridge University Press.

Bachman, L. and Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.

Lazaraton, A. (in press). "A Qualitative Approach to the Validation of Oral Language Tests". *Studies in Language Testing* 14. Cambridge: Cambridge University Press.

Schuemann, Cynthia and Donahue, Steven (2001). "E-rater is Automated Essay Scoring Technology", *American Language Review* July-August 2001 pp. 19-20.

Shohamy, Elana. (2001). *The Power of Tests. A Critical Perspective on the Uses of Language Tests*. Harlow: Longman.

TO TEACH, TO L



The new U.S. Secretary of Education, Rod Paige (pictured left), is the son of a Mississippi librarian and a high school principal. Paige, 67, says his belief in learning goes back to his childhood. After a career in teaching, Paige was appointed as superintendent of the Houston Independent School District in 1994. In the seven years he headed the Houston district, Paige gained recognition by elevating the students' test scores. Since 1995, the rate of students passing the Texas standardized achievement test has gone from 37 percent to 73 percent. By 1998, more than 80 percent of high school students were passing the state's writing exam, up about 15 percentage points in five years.

Dr. Paige was tapped by President Bush to captain the change in federal education policy, embodied in the "No Child Left Behind" reforms. Paige took a pay cut of over $100,000 per year to run a complex governmental department responsible for overseeing the transformation of American education at the beginning of the new millennium.

Steven Donahue interviewed Dr. Paige for *Language* and asked the questions that count.



SD: How did your parents' professions influence you in your present career?

RP: My parents influenced my career in a very powerful way. They instilled in me and in each of my siblings a belief that pursuing an education would help us overcome whatever challenges the world might present. We all took that to heart, and it has served each of us well.

SD: Where will the money come from so that "No Child Is Left Behind?"

RP: When it is signed by President Bush, "No Child Left Behind" will be the most revolutionary reform of the federal role in education since 1965. The President's budget offers a large increase in federal funding for education—the largest ever. But after spending $125 billion federal dollars over a quarter of a century on improving the education of disadvantaged children, with little improvement in student performance, we know that simply increasing money is not the way to improve student performance. That's why the President's plan requires that states, school districts, and schools ensure that all students are meeting high standards.



June 27, 2001: Secretary Paige and Mrs. Cheney reading to children at Kick Off: "No Such Thing as a Vacation from Reading",

To do this, states must establish clear, measurable goals for students focused on basic skills and essential knowledge and develop a system that measures student progress toward these goals. Schools will be held accountable for the progress of their students and we will measure our success for the first time in terms of student achievement rather than dollars spent.

SD: Teachers seem to be saying that, "We are asked to 'teach to the test'". On the other hand, few dispute the need for accountability and testing. Where will this journey in testing take us?

RP: Testing is a necessary component of a good accountability system. We can't make change happen in our schools without having a system in place to create a benchmark and measure student progress. This is what testing does. It measures the progress our students, schools, and school systems are making toward high standards every year so that we can find out what is working and what isn't. States will continue to have the freedom to develop assessments that are aligned with their standards. Using these assessments, schools and districts will know whether teachers are effectively teaching state standards, and how much progress children are making learning the content that matches those standards. In such a system, testing is part of teaching. If a test measures basic reading and math skills, and teachers are teaching to the standards, they are teaching basic reading and math skills, and that is the whole point.

SD: The recent census has shown a more diverse America. LEP (limited English proficiency) students are increasing in numbers. How is the education system not serving these students?

RP: Our education system must embrace every child and commit to teaching every child — regardless of background. A language barrier must not prevent students

continued p.26

from p.25

from receiving a quality education. In order to meet high standards, LEP students need to master English as quickly as possible. To help accomplish this goal, the President's plan invests in reading, in LEP programs and migrant education, but gives states and school districts the flexibility to select a teaching approach that meets the needs of all students, including LEP students, provided that approach is based on sound science and evidence.

SD: Projections for teacher shortages are alarming. What are the solutions?

RP: A school is only as good as its teachers, so authentic school reform must also promote the development and retention of high-quality teachers. The President's proposal for improving teacher quality is based on the principle that teacher excellence is vital to improving student achievement. The plan gives states more flexibility to meet particular needs in training, recruiting and preparing high-quality teachers by consolidating several overlapping programs designed to improve teacher quality into a single, flexible grant to states and local districts. States and districts would be permitted to use these federal funds in the way that best strengthens the skills and improves the knowledge of their teachers, principals, and administrators. In return, the states and districts would be required to ensure that federal funds promote the use of scientific research-based practices in the classroom.

Under the President's plan, states and school districts would also be free to use their funds to promote innovative programs to improve teacher quality and address the teacher shortage. Such programs might include reforming teacher certification or licensure requirements or exploring alternative certification routes. Or the funds might be applied to promote tenure reform or merit-based teacher performance systems, or as bonus pay for teachers in high-need subject areas or in high-poverty schools and districts, or in mentoring programs.

President Bush's plan is meant to protect and promote teachers, and the Department of Education will work with both the President and Mrs. Bush on various education issues. The Department of Education is specifically working with Mrs. Bush on early childhood development issues, including training and instruction for preschool professionals. Through its "Transitions to Teaching", the Department also supports the "Troops to Teachers" program that recruits retiring military personnel into the teaching force and is part of Mrs. Bush's education agenda.



"A language barrier must not prevent students from receiving a quality education. In order to meet high standards, LEP students need to master English as quickly as possible."

SD: Random school violence continues with tragic consequences. What are your views on school safety?

RP: As a nation, we are saddened any time violence involves young people or takes place in our schools. It is crucial that we—parents, teachers, and students—listen closely to these children who express feelings of anger or fear and respond to their individual needs. School safety is an extension of a larger community issue related to youth alienation and violence. The Department of Education continues to work with schools and school districts to prevent violence and ensure a safe place of learning as part of the larger response needed from our communities. I encourage administrators, parents, teachers, and community members to work together to develop positive relationships and provide a compassionate and supporting environment for students. One way to do this is through character education. I believe that in educating our young people we must not simply teach children how to count. We must also teach them what counts: character, honesty, and integrity. Each school district, however, should be able to gauge its school safety problems and use its resources to attack the problem and reinforce safe school environments.

SD: Look into your crystal ball. What role will technology, the Internet, and Distance Education play in the future of American Education?

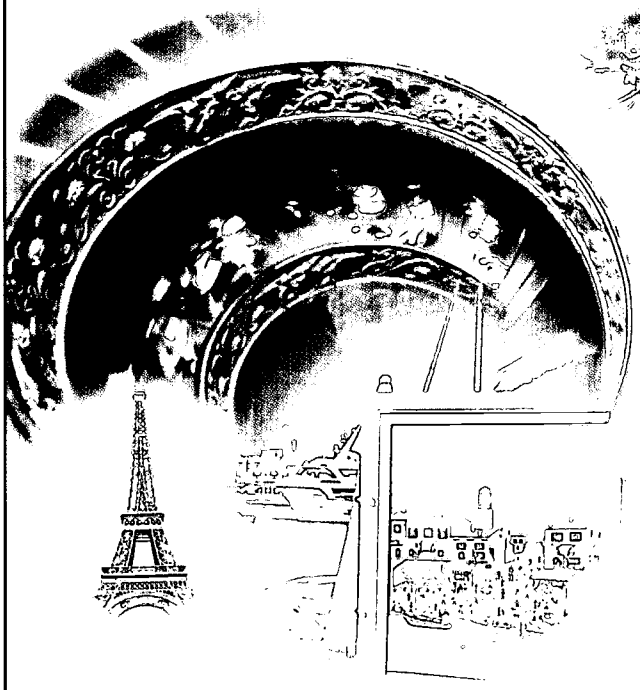
RP: I am pleased to see many advances in education technology over the past few years, and I hope to see many more in the future. The Internet and distance learning, for example, have opened the doors for many people in many different stages of life seeking educational opportunities. I believe that in the next few years—as well as in the distant future—technology will continue to be a valuable tool to improve academic achievement. However, technology should be a means in the classroom, not an end.

In addition to more technology in the classroom, we support teacher training in technology. Teachers should be able to creatively and effectively employ technology in the classroom. It is an excellent idea to have computers in classrooms, but we should be able to measure how that technology is helping our students learn and we must have teachers who are trained to use computers as a creative tool for learning.

Professor Steven Donahue teaches ESL and pronunciation in South Florida and is a regular contributor to *Language*.

ERIC

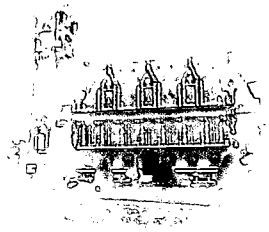
BEST COPY AVAILABLE





Autumn Enrollment

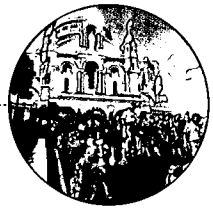
2002



Global Vistas, The Educators' Choice

The July/August issue of American Language Review carried a persuasive article ("The Value of Travel," page 51) about the benefits of educational travel for students and teachers.

The article features three well-traveled educators; Christy Johnson of Louisburg, Kansas, Robert Grenier of Walpole, New Hampshire, and Charlie Wieners of Drexel Hill, Pennsylvania.



Christy, Robert and Charlie surely qualify as experts—they average nearly 20 years of student travel apiece, with 12 different companies. They share a good deal more, however, than just their belief in the benefits of student travel.

All three travel with Global Vistas. They have for years.
Sure, they've tried the others.
Now, they all call Global Vistas "home."

Find out why. It's a real education.

Travel FREE With 6

With Global Vistas, you travel for free with 6 paying participants.
Extras earn you the highest cash stipends paid anywhere.
Come over from a competitor company, and add hundreds of dollars in Experience Bonus cash every time you travel.

GLOBAL VISTAS
Where quality is the difference.

It's time you came home–to Global Vistas.

www.globalvistas.com ○ 1-800-757-5580 ○ "The Class of the Field"©

Pronunciation Power Products

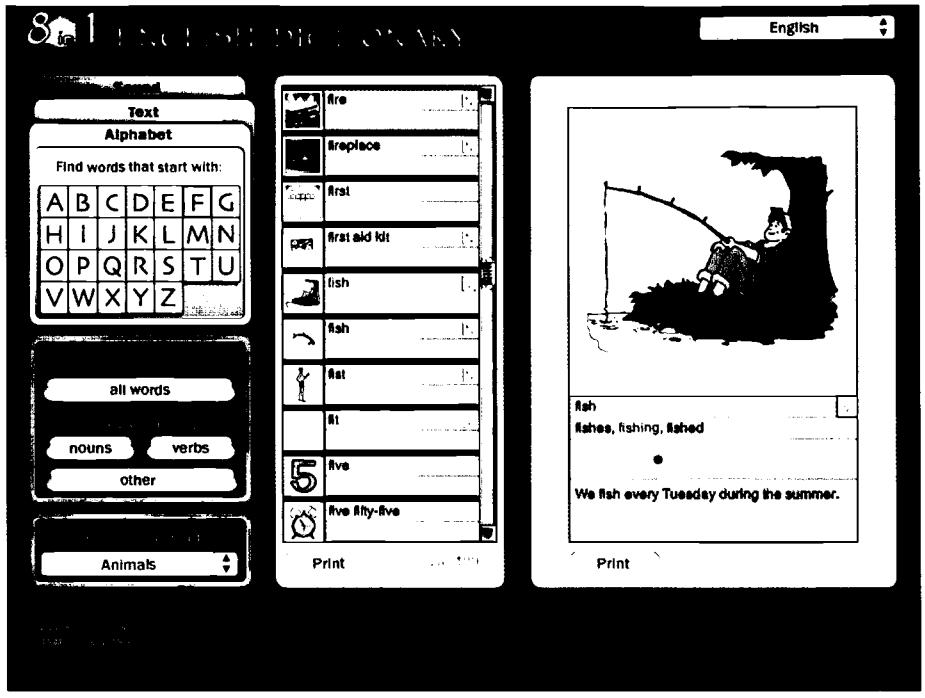
Beginner to Advanced

Exciting New English Pronunciation Software

View our new demo movies at:
www.englishlearning.com

Instructions for beginners available in 12 languages.

Site Licenses Available



For more information call 1-780-448-1032 or visit our website: www.englishlearning.com

Voyageur

EDUCATIONAL TOURS

Voyageur is proud to be a forerunner in the group travel field in offering educational and cultural travel programs that give you the opportunity to walk in the footsteps of history, discover the cultural treasures of the past, and explore the challenges of the future as you travel throughout the world.

There's never been a better time than ***NOW*** to begin your travel plans for 2002!



www.govoyageur.com
1-800-767-7667

TEACHERS TRAVEL FREE WITH AS FEW AS 5 STUDENTS!

"Get down out dat car and come have a coffee" - (Cajun English Speaker)

Stirring the Linguistic Gumbo

Megan E. Melançon examines the Cajun English dialect of Louisiana.



The ingredients in the gumbo that is southern Louisiana's linguistic heritage include several varieties of French (17th century, Cajun, and Creole), Canary Island Spanish, German, and, the most recent addition to the dish, English. All of these ingredients have flavored the speech of French Louisiana, yielding a unique dialect called Cajun English.

The dialect is spoken mainly in southern Louisiana, although emigrations to southern Texas and southern Mississippi have resulted in pockets of Cajuns living in those areas. The Cajuns have been referred to as a "linguistic curiosity," and, in fact, their versions of English and French differ from American English and the French spoken in France. So, who are the Cajuns, and where did they come from?

History of the Cajuns

Cajuns are descendants of French settlers who moved into the area of Canada known as Acadia (modern day Nova Scotia) in the early 1600's. For many years, the territory was ceded back and forth between France and England as the spoils of war, and the settlers were left virtually undisturbed. In 1713, however, the treaty of Utrecht permanently sealed the fate of the small colony—it became a permanent possession of the British. The Acadians were allowed to live in peace for a period of time, but because of their friendship with the Native Americans living in the area, and also because of an influx of British settlers, the British crown decreed that all persons of French ancestry must pledge allegiance to the British government. Beginning in 1755, those who refused to do so were deported and scattered across various coastlines in the American colonies in what their descendants still refer to as *le grand dérangement*.

"The English that the Cajuns acquired for trading and economic purposes has been strongly influenced by their native French."

There are pockets of French culture and

continued p.30



"...the intrusion of mass media into even the most isolated bayou communities, has led to fewer and fewer people speaking French, with a consequent rise in the use of English."

language surviving in diverse areas of the United States as a result of this forced emigration, including Maine, South Carolina, Georgia, Mississippi and Louisiana. Some deportees also ended up in the then-French-ruled Caribbean islands of Martinique, Guadeloupe, and Haiti, while others went back to Europe.

The Acadians (shortened by English speakers to 'Cadians and then to Cajuns) were reviled and feared by their English-speaking Protestant neighbors in the American colonies, so they sought out isolated communities where they could practice their religion and teach their native language to their children. This isolation led, to some degree, to a preservation of French as it was spoken in the mid-1700's. In fact, some of the lexical items in Cajun French today are essentially unchanged from the French of that era, i.e. *le maringouin* (mosquito) (modern French *le moustique*).

The English that the Cajuns acquired for trading and economic purposes has been strongly influenced by their native French. The dialect has also been affected by the assimilation of the Cajun culture by various other ethnic groups living in the region: Native Americans tribes, German and Irish immigrants, African and Caribbean slaves, and the Spanish-speaking Isleños from the Canary Islands. More recently, forced schooling in English pursuant to the 1921 Louisiana constitution (which established English as the official language of the state), and the intrusion of mass media into even the most isolated bayou communities, has led to fewer and fewer people speaking French, with a consequent rise in the use of English. Today's reality is that English is just as much a part of the culture as French, and English is rapidly overtaking many of the sociocultural parts of the Cajun heritage.

Characteristics of Cajun English

Although there are many dialectal oddities in Cajun English, five features strike the listener right away: vowel pronunciation, stress changes, the lack of the /th/ phonemes, non-aspiration of /p/, /t/, and /k/, and lexical differences. The use of these features has resulted in no southern drawl at all in Cajun English. Cajuns talk extremely fast, their vowels are clipped, and French terms abound in their speech. These variations have been studied by a few linguists, more folklorists, and, in a casual way, many more tourists.

The vocal differences of Cajun English are both qualitative and quantitative. The qualitative differences (the difference between the standard form of an English vowel versus a Cajun English vowel) are easily identifiable. Quantitative differences means that these changes are across-the-board and non-random in the speech of most Cajuns. Some examples? Diphthongs (or dual-vowel sounds) change to monophthongs (single vowels) in words such as "high." Standard American English uses a diphthong - /hai/ - while Cajun English speakers use a single shortened - /ha/. The word "tape," pronounced in English as /teyp/, is /tep/ in the mouth of Cajuns. In addition, many Cajun English speakers use the tense version of English vowels, making words like "hill" and "heel" *homophones*, or words with different written forms which have the same pronunciation—/hil/.

Intonation and stress are so striking in Cajun English that entire joke repertoires have been based on them. The French spoken by the older Cajuns was passed on to their descendants, who found it necessary to speak English for socioeconomic reasons, and the syllable final/phrase final stress of French persists to this day in the speech of Cajuns. Bilingual stress patterns often exhibit a form of mutual borrowing, and even though many Cajuns do not speak French at the present time, or speak it very poorly, the patterns of French are still imprinted on the dialect. As has been found in French Canada, English-like stress patterns are invading the French of the Cajuns, while the syllable-final stress pattern of the French has seeped into the English of the former Canadians. This leads to words such



The Cajun dialect, like its world famous cuisine, has been influenced by various ethnic groups. Pictured above are some Cajuns enjoying one of the region's delicacies—the freshwater crawfish.

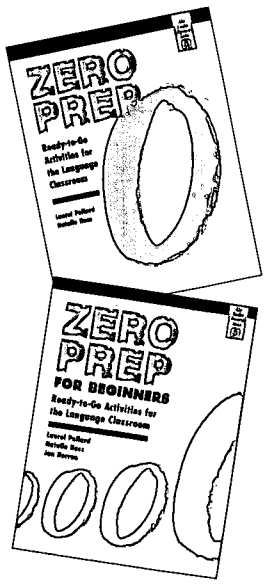
"Intonation and stress are so striking in Cajun English that entire joke repertoires have been based on them."

as "Marksville," normally pronounced with the stress on the first syllable, being pronounced with stress on the second syllable (with a shortened and raised final vowel sound).

Voiceless and voiced /th/ replacements occur frequently in the speech of non-standard speakers, and the Cajuns are no exception. In fact, the replacement of the /th/ sounds with a /t/ or a /d/ sound is another source of the numerous jokes and imitations of Cajun speech made by others (and sometimes by Cajuns themselves, as in the "Cajun Night Before Christmas" recording made by Jules D'Hemecourt). Although many southern English and African-American English speakers use an /f/ or a /v/ in place of the /th/ phonemes, both Creole and Cajun English speakers use the voiceless and voiced alveolar stops /t/ and /d/. Many bilingual French-Canadians exhibit this same linguistic behavior with regard to the /th/ phonemes, while standard French speakers tend to use an /s/ or a /z/ in place of a "th" sound.

Standard English speakers normally aspirate (exhale a breath of air) when pronouncing the stop consonants /p/, /t/, and /k/ in stressed, syllable initial position. Cajun English speakers do not, yielding words like "pat" sounding much like the word "bat," with a shortened vowel sound. The source of this is probably the French language. French speakers do not aspirate the voiceless stops. The mystery is why the Cajun English speakers in Louisiana, many of whom do not speak French, and who are more than 300 years removed from contact with French speakers, still retain this aberration in their speech.

Lexical differences are perhaps the most apparent to the casual observer "Boudin", "lagniappe," "making groceries," and "get down" (out of a vehicle) are all unacceptable to modern day spell-checkers, yet are quite normal in southern Louisiana (meaning a "rice and sausage mixture wrapped in an intestinal sack," a "little something extra," "going grocery shopping," and "get out of", respectively). Some (like *boudin* and *lagniappe*) are borrowings from French, others are calques, or direct translations from French (i.e. making groceries, from the French *faire les courses* and get down out of the car/truck/bus from French *descendre*). In addition, various areas of southern Louisiana have vocabulary items and pronunciations which are specific to the community, such as "zink" for "sink" in the New Orleans area. Also apparent from the French influence is the use of definite and indefinite articles. One has a coffee during a visit (and, given the strength of the coffee, one is grateful not to have "some"!). French endear-



Now There's Double the Reason to RELAX . . .

ZERO PREP:
Ready-to-Go Activities for the Language Classroom
Laurel Pollard, Natalie Hess
ISBN: 1-882483-64-2 $20.95 (plus shipping and handling)



ZERO PREP FOR BEGINNERS
Laurel Pollard, Natalie Hess, Jan Herron
Geared specifically to the needs of beginning language learners, this second volume features even more activities ideal for "preparing less and teaching more!" Perfect for any language and age!
ISBN: 1-882483-82-0 $21.95 (plus shipping and handling)

Alta Book Center Publishers
14 Adrian Court Burlingame, California 94010 USA
Phone: 800 ALTA/ESL • 650.692.1285 (International) • Fax: 800 ALTA/FAX • 650.692.4654 (International)
Email: info@altaesl.com • Website: www.altaesl.com

Some More Cajun Phrases and Resources

alors pas	of course not
cahbin	bathroom
co faire?	why?
dit mon la verite!	tell me the truth!
en colaire	to be angry
fais do-do	go to sleep
he's got the gumbo	his pants are too big in the seat
hot, hot	very hot
magazin	store
make a bill	buy groceries
Mo chagren	I'm sorry
my eye! (or my foot!)	no way!
slow the TV	turn down the volume
speed up the TV	turn up the volume
sussette	pacifier
une piastre	a dollar

Websites

(Most sites are devoted to Cajun French).

Action Cadienne
http://www.actioncadienne.org/
Action Cadienne was formed in April, 1996. It is a non-profit volunteer association dedicated to the preservation and promotion of the French language and the Cadien (Cajun) culture of Louisiana.

Council for the Development of French in Louisiana (CODOFIL)
http://www.codofil.org/

Kreyol Lwiziyen: The Language of French Louisiana
http://www.angelfire.com/ky/LeCorde/cajun.html



Cajun musicians ready to "Laissez les bon temps rouler"!

from p.31

ments ("*cher*," a short form of "*cherie*", and pronounced "sha"), curse words, and conjunctions are often sprinkled into conversations (*mais* I don't know, me.)

Current state of the language

Despite being subjected to abuse and stigmatization for many years, Cajun English speakers abound. Why would this be? Why would a dialect which was considered a mark of ignorance until very recently be heard on the lips of Cajuns young and old? The explanation most applicable to Cajun English is that the language is seen as a marker of being an insider to the community. This is seen most clearly when the French language ability of Cajuns is assessed: that language is dying, and is now only used among the older folks in the community. However, Cajun English use has been documented among even the youngest Cajun descendants, a fact that is easy to verify simply by going to any café in any small town in south Louisiana. To be a Cajun these days, the necessary and sufficient condition seems to be that you must speak Cajun English.

In many communities, a culture survives long after the language associated with it dies. In the case of the Cajuns, the differences from the surrounding Anglophone community are quite marked, making it easier to resist the encroachment of English culture. The retention of the unique music, food, and religion of the Cajuns has been aided by a history of endogamous marriages, geographical isolation, and stigmatization by the Anglophone community. Despite the fact that these things have changed tremendously in the past 40 years, Cajun people young and old still retain a distinctive flavor in their speech. So, the culture may survive. As long as Cajun English is used as a dividing line between the Anglophones and the long-exiled French Canadians, Cajun English will continue to proliferate.

Resources

The most recent resource available on Cajun English are Dubois and Horvath (1998) "From Accent to Marker in Cajun English: A Study of Dialect Formation in Progress," *English World-Wide* 19:2: 161-188 (1998). Dubois and Melançon discuss Cajun French in "Cajun is Dead—Long live Cajun: Shifting From a Linguistic to a Cultural Community" in *Journal of Sociolinguistics* 1:1 (1997). Father Jules O. Daigle published *A Dictionary of the Cajun Language* in 1984.

Dr. Megan E. Melançon is a Cajun and a linguist. Her interests and research have centered on Cajun and Creole French and English in southern Louisiana. Georgia College and State University should offer her some new opportunities to explore dialects and language variation.

Louisiana: Just the Facts

Abbreviation: LA
Admitted to Union: April 30, 1812 (18th state)
Capitol: Baton Rouge
Population: 4,315,000 (1994 Census Bureau estimate)
Climate: Subtropical
Flag: A pelican feeding its young against a field of blue.
Federal Delegation: Two U.S. Senators Seven members of the U.S. House of Representatives Nine Electoral Votes
Government: State Constitution of 1974 provides for 3 branches of government: Executive, Judicial, Legislative. The Executive Branch is headed by the governor who is elected for a four year term. The Judicial branch is headed by the Louisiana Supreme Court. The Legislative branch consists of 39 State Senators and 105 State Representatives. All are elected for four year terms.
Motto: Union, Justice, Confidence
Nickname: Pelican State
Political Subdivisions: 64 parishes (analogous to counties in other states)
State Bird: Eastern Brown Pelican
State Dog: Catahoula Leopard Dog
State Flower: Magnolia
State Insect: Honey Bee
State Tree: Cypress
State Seal: A pelican and her nest, surrounded by the state motto "Union, Justice, Confidence" and the words "State of Louisiana".
State Songs: *Give Me Louisiana*, *You Are My Sunshine*

- courtesy Louisiana State Government

Diversity of Material Will Keep Kids Interested

¡Muy bien!
Double R Publishing, 2001.
Distributor: ABC'S Book Supply, Miami, FL.
Student Book Level B $18.95, Workbook Level B $9.95, Teacher's Guide Level B $59.50, Reproducible Packet Level B $18.95, Theater Book $24.50, Big Book *La Escuela de Maricela* $21.95, Big Book *La Casa de Ana Mary* $21.95, Big Book *Las Estaciones* $21.95, Set of above three Big Books $56.85, Pepe Large Clown Puppet $39.50, Musical Cassette $15.95



STIMULATING and retaining the attention of young language learners can be a very difficult task, so I am sure that all K-5 Spanish teachers will welcome the publication of *¡Muy bien!*, which not only gives the teacher so many tools to entertain children, but is also designed around the Natural Approach and Total Physical Response.

The first part of this series to have been published is Level B, which is suitable for 6-8 year-old pupils. There are nine components to the program, so, in addition to the Teacher's Guide, Student Book and Workbook, there are photocopiable materials, a cassette of songs, a book of plays with masks, picture cards, illustrated vocabulary books and even Pepe, the clown puppet!

With all of these tools at hand, your first reaction may be to panic about how to incorporate them into class, but the Teacher's Guide explains clearly what materials to use when and how to use them. Unlike many Teacher's Guides, this one is designed as thoughtfully as the student book, and lesson structures are straightforward, so the teacher can see what is being achieved. As it is written in English, non-specialist teachers with good basic Spanish can follow it easily.

All of the student materials are in Spanish, so children benefit from total immersion and they are designed in a familiar style reminiscent of comic and puzzle books, which should make pupils feel very comfortable. The Workbook activities are simple, but entertaining and serve to reinforce lessons from the Student Book.

As reinforcement and retainment of vocabulary and structure are so important to basic language acquisition, this course should prove very effective, because the variety of tools available complement the basic course materials in pushing home the learning point. I really like Pepe the clown and the theater component, which enables true interaction in the target language. With Level **B** now ready immediately for implementation in grades 1,2 and/or 3, the following two levels ready in August 2002, and the subsequent levels available the following year, I look forward to trying out the program in classes of different ages.

Dolores Curiel teaches Spanish in the Arcadia School District, California.

Enriching Content Classes is Welcoming Trend

Enriching Content Classes for Secondary ESOL Students
Judith H. Jameson
Center for Applied Linguistics and Delta Systems Co., Inc. 439 pp. $149.95

AS SCHOOL districts become more comfortable with inclusionary models and supported immersion programs, more secondary ESL students than ever before are finding their way into mainstream classrooms. Most ESL specialists welcome this trend, but m[illegible]m teachers are not always trained to help ESL students in their classes. Secondary classes can be cognitively demanding and require subject-specific vocabulary. ESL students in these classes face the formidable task of learning challenging content in a second language which they are still acquiring. As a result, they may spend late nights with a dictionary, wading through dense text. Subject area teachers need strategies for adapting curriculum, materials, assessment and instruction to provide ESL students with access to content. Therefore, inservice training for all teachers is an essential ingredient for the success of a secondary ESL program.

Enriching Content Classes for Secondary ESOL Students by Judith H. Jameson provides districts with a comprehensive training program to empower middle and high school teachers of math, science, social studies and language arts to understand and meet the needs of the ESL students in their classes. This package includes a trainer's manual and a student study guide ($149.95) and an optional video ($40 extra). The program is designed "to enable content teachers of language minority students to be able

continued p.34

from p.33

to choose and implement a variety of strategies and techniques for teaching language and content."

Divided into eight sections, it covers Academic Competence, Language Learning in School, Culture, Literacy Development, Study Skills and Assessment. The comprehensive training materials include enough notes, background reading, activities and transparencies for a 60-hour training course.

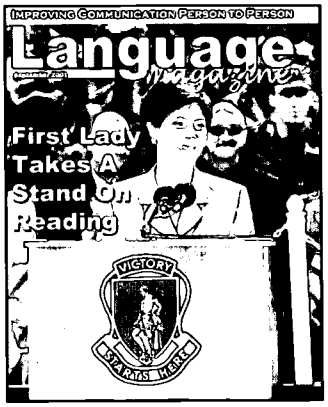
The trainer's manual is clearly organized in a 3-ring binder. Each section begins with goal and performance objectives, and includes presentation guidelines and transparencies. The study guide is designed as a workbook to guide teachers through the training, with worksheets, vignettes, charts and samples of curriculum modification. Extra copies of the study guide can be purchased ($9.95) for each participant. It contains concise reading selections and relevant sample lesson plans. But it is not meant as a stand-alone resource. The study guide provides another opportunity to experience the ESL teaching techniques as a student. A variety of graphic organizers guide teachers in note-taking. Charts, checklists and worksheets help to organize content.

"The comprehensive training materials include enough notes, background reading, activities and transparencies for a 60-hour training course."

The optional video for *Enriching* is somewhat disappointing. It begins with a cheesy soundtrack and then profiles several math and science classes which include ESL students. Teachers are shown utilizing native language instruction, manipulatives and cooperative learning in mainstream math and science classes. While these are all good teachers who care about kids, the video focuses more on their attitudes than actual techniques. The video does provide examples of some of the strategies in real contexts, but it could show more techniques. Arguably, positive attitudes toward ESL students are essential, and it is difficult to capture actual teaching on television; however, the video program could be more explicit and parallel the text resources more closely.

Enriching Content Classes for Secondary ESOL Students is an affordable, comprehensive training package which provides a complete course of study for secondary teachers. It is a well designed program with thorough presentation guidelines, an articulated study guide and abundant support materials. This package would be a welcome addition to any district ESL coordinator's resources, but it still requires a full seven days of inservice training per teacher. The materials might be adapted to offer certain modules as individual workshops, and teachers would still benefit. Yet the author strongly recommends that the entire 60-hour course "be presented as a whole, as it was designed. However, she goes no further in suggesting how the course should be structured or funded. A section covering implementation could offer suggestions for working with administrators, obtaining funding and scheduling the course over an entire school year. Overall, this is a valuable resource for any ESL program.

Jon Nordmeyer teaches ESL in Turkey.



Subscribe to

Language

Don't miss a single issue of ***Language***, the refreshingly different magazine for language professionals, school administrators and inquisitive minds.

☒ **YES!** I want to stand out from the crowd! Start my annual subscription today.

☐ **$24.95 (U.S./Canada/Mexico/APO/AEO)** ☐ **$59.95 (All other countries)**

☐ **VISA** ☐ **MASTERCARD** **CARD #** _____

EXPIRES _____

Name (As Appears on Card) _____

Address _____

City _____ **State** _____ **Zip** _____

Telephone _____ **Signed** _____ **Date** _____

12 Issues for Just $24.95

Send your subscription to: *Language*, 11271 Ventura Boulevard, Suite 513, Los Angeles, CA 91604

Talkin' 'Bout My Generation 1.5

***Generation 1.5 Meets College Composition: Issues in the Teaching of Writing to U.S.-Educated Learners of ESL.* (1999). Edited by Linda Harklau, Kay M. Losey and Meryl Siegal. Mahwah, New Jersey: Lawrence Erblaum Associates. $27.00 paperback.**

WRITING instructors, take note: if you do not recognize the topic mentioned in the title of this book, you should! Teaching English to so-called "Generation 1.5" students is one of the greatest challenges facing American classroom teachers today, and it is of particular importance to writing teachers. If you teach these students, this book should be required reading.

The editors focus on the problem of teaching young immigrants and Native American students in post-secondary writing courses and other college courses. They have gathered information, ranging from case studies to quantitative research to suggestions for program content and design. Some of the chapters offer specific guidance on identifying Generation 1.5 students, and on the special problems of placing and designing lessons for them. For those of us who have long sought guidance on these issues by attending TESOL conferences and other seminars, this work provides some of the help we have been looking for.

In their first chapter, the editors consider the astonishing cultural diversity found among Generation 1.5 students. They discuss those students' varied geographic and historical backgrounds, and hold out the hope that administrators and teachers will take a more thoughtful approach to diversity in the future. This first chapter is the best essay I have ever read on the issues surrounding Generation 1.5 students, and is worth the price of the book all by itself.

The remaining 11 chapters are divided into three main sections: *Students*, *Classrooms*, and *Programs*. The chapters in the Students section address the "ESL stigma" and ways to avoid inappropriate ESL course work for students who have attended high school (and often middle school or elementary school) in the U.S. The chapters in the *Classrooms* section provide detailed suggestions for dealing with feedback, reading techniques, and drafting processes. The section on *Programs* provides a broad understanding of a range of issues, including the transition from high school to college for first-generation college students. As the editors suggest, the book is appropriate for a wide readership. I encourage all who are involved with the Gen 1.5 student population to read it. I know I won't be hiring any teachers who are unfamiliar with what this book offers!

Karen Russikoff, Ph.D., is the ESL Composition and TESL Coordinator at California State Polytechnic University, Pomona. She and her colleagues at the university have been teaching composition to Gen 1.5 students for more than 15 years. **Note:** The term "Generation 1.5" was coined by researchers Rumbaut and Ima in 1988 to describe students who emigrated to the U.S. and who have received at least some of their education here. Students in Generation 1.5 often have greater English skills than their first-generation immigrant parents, but have not yet mastered the language as many second generation students have. As a result, they frequently have insufficient English skills to perform successfully in school. Educators face many challenges with such students, as they do not fit the typical profile of ESL students, and so are not usually placed in ESL courses, yet they are often unprepared for writing at the level demanded in college. To make matters worse, many Generation 1.5 students resist placement in remedial or ESL courses, due to the stigma they believe is associated with them.

A "Must Have" Perspective

***Perspectives on Language and Literacy: Beyond the Here and Now* Sara W. Beck and Leslie Nabors Olah (Editors) Harvard Educational Review No. 35 (2001) 457 pages. $42.95 paperback**

PERSPECTIVES on Language and Literacy is a new reference book that should be useful to teachers of reading, writing and languages. In this thoughtful work, editors Beck and Olah have assembled some landmark studies in language and literacy, and have added their own salient commentary. The result is a definitive compilation that will bring language teachers up to date on the latest research and serve as a teaching tool as well.

The book is divided into four sections, one for each of the major subject areas it covers: cognitive and sociocultural approaches to language and literacy, crosslinguistics and bilingual issues, and critical perspectives on language and literacy. Each chapter contains an introduction, a republication of an original research piece, and the editors' notes. The editors have also included extensive suggestions for further reading, and notations on each author's background. This original material helps to put the research studies in perspective and provides effective transitions between subject areas.

Perspectives is valuable tool for anyone who is involved in education. Teacher trainers can use it as a source from which to assign course readings, and researchers will find that it reveals potential avenues for new research. I consider it a "must have" for any educator's library.

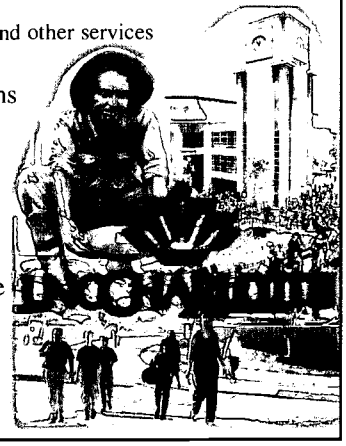
Dr. Jean Strait teaches college reading and is the coordinator of the Education Career Opportunities Initiative at Century College, in White Bear Minnesota. Dr. Strait is also the Coordinator of the Dakota Language Program at The College of St. Catherine in St. Paul,

The English Language Training Institute at the University of North Carolina, Charlotte

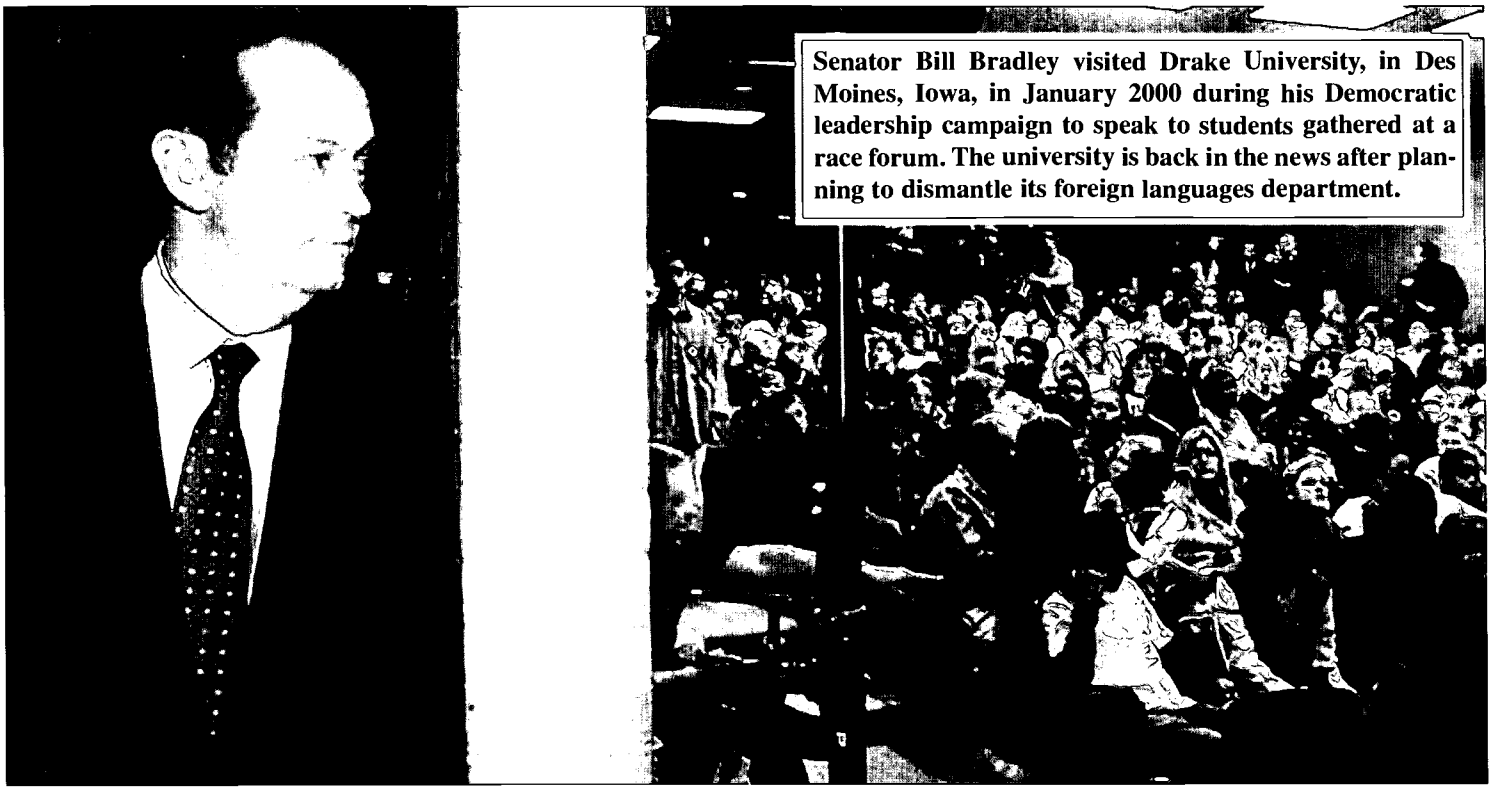
Since 1979, the English Language Training Institute at UNC Charlotte has offered intensive academic English in a safe, beautiful environment near a major metropolitan area.

Program highlights:
- Professional, highly qualified instructors
- 6 levels, beginning to advanced; integrated, theme-based curriculum
- 3 semesters: Fall, Spring and Summer
- Small classes in modern university classrooms
- TOEFL preparation and testing
- College credit courses for advanced ESL students
- A multimedia language center
- Access to University recreational, educational and health facilities
- Social and cultural activities
- Variety of housing choices
- Orientation and academic counseling
- Free airport pick-up, arrival assistance and other services

The Office of International Programs also offers contract ESL/culture courses for groups.



For more information, contact:
Jeff Adams-Davis, Director
English Language Training Institute
Telephone : (704) 687-2458
Fax: (704) 687-3168
E-mail: elti@email.uncc.edu
WWW: http://www.uncc.edu/elti



Senator Bill Bradley visited Drake University, in Des Moines, Iowa, in January 2000 during his Democratic leadership campaign to speak to students gathered at a race forum. The university is back in the news after planning to dismantle its foreign languages department.

The Great Drake Experiment

One university's plan to eliminate its foreign languages department in favor of immersion programs strikes a nerve among teachers. **Stephanie Flack** reports.

It's something corporations do all the time: eliminating entire departments and "outsourcing" what used to be considered core functions. Cost-cutting and efficiency have become all the rage in business, leading companies to turn over such tasks as information systems management, recruiting, and payroll to outsiders. Workers in almost every industry have been affected, from assembly workers whose jobs have been taken over by "day labor" contractors to computer systems analysts who have been replaced by contractors based in Bombay.

For the most part, the academic world has looked on these changes with indifference. This complacency has been threatened recently by Drake University's announcement that it will dismantle its foreign languages department and replace it with a series of partnerships with foreign institutions. Under the plan, Drake will eliminate its entire foreign languages faculty and send its foreign language students to international institutions for individualized language and cultural immersion programs. Known as DULAP (for Drake University Language Acquisition Program), the plan will include the creation of on-campus language discussion groups, computer-aided learning facilities and language-across-the-curriculum courses taught by native speakers from Drake's international partner institutions.

A Mild Revolution in Des Moines?

The DULAP plan encountered opposition right from the start. Critics called the plan reckless, and accused the university of putting financial considerations ahead of student's needs. One local teacher who opposed the plan is Patricia Syring, a German instructor at Buena Vista University in Storm Lake, Iowa. Syring feels Drake's decision is misguided. "I agree with the president [of Drake] that immersion is valuable, but the best results occur after a foundation within the language and culture have been laid in the classroom." Syring believes more courses, offered earlier and for longer periods of time, are needed for students to become fluent in a second language. Likewise, an associate professor at Eastern Kentucky University (who asked not to be identified) says DULAP will simply make the students, who are "going to another country with no previous study, into tourists." One Drake student majoring in German calls the plan "mildly revolutionary" and offered a lengthy list of its drawbacks, including the program's limitations for students who wish to study more than one language.

Give Immersion a Chance

Drake University president David Maxwell acknowledges the criticism, and even agrees with some of it. He concedes, for example,

continued p.38

FULBRIGHT TEACHER and ADMINISTRATOR EXCHANGE

Opportunities for educators at the elementary, secondary, two-year and four-year college levels to:

- Exchange classrooms with teachers from other countries.
- Participate in a six-week administrative exchange.
- Attend a classics seminar in Italy.

TO QUALIFY YOU MUST:

- Be a U.S. citizen.
- Be fluent in English.
- Have a Bachelor's degree or higher.
- Be in at least your third year of full-time employment.
- Hold a current full-time teaching or administrative position.

Underrepresented groups are encouraged to apply.

For more information and an application contact:

The Fulbright Teacher and Administrator Exchange
Attention: A.L.R.
600 Maryland Avenue SW, Suite 320
Washington DC 20024
(800)726-0479 • fulbright@grad.usda.gov
www.grad.usda.gov/info_for/fulbright.cfm

Applications must be post-marked by October 15, 2001

Note: Foreign nationals should contact the U.S Embassy or Fulbright Commission in their country.

~Sponsored by the United States Department of State~

ENCUENTROS SPANISH LANGUAGE

Meet Mexico

Meet the People • Meet the Culture

ENCUENTROS is a total-immersion Spanish language program in Cuernavaca, Morelos, Mexico. We devote special attention to those who need Spanish for practical purposes such as business, travel, or professional use in the workplace. Each student's language program is designed for his or her needs and is evaluated on a weekly basis. Classes can accomodate beginning, intermediate, and advanced students and can be scheduled by the week or month.

Meet the Language

- Programs begin every Monday throughout the year.
- Four students maximum in language practice classes.
- Schedule from 9:00 am to 2:30 pm includes three hours of classroom learning complemented by 2 hours of discussion groups, and "living" communication activities.
- "Communicative" approach emphasizes natural verbal interaction.
- Program recognized by S.E.P. (registro 17PBT0004J).
- Teachers are native Mexicans.

Street address:
Calle Morelos 36
Col. Acapantzingo CP 62440
Cuernavaca, Morelos, Mexico

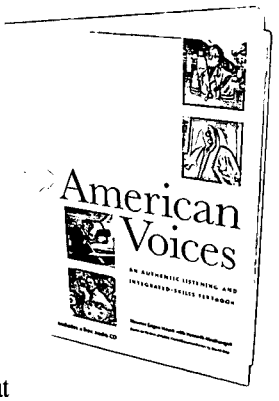
Telephones:
(011 from US)
Tel / fax: (52 7) 3125088
Tel: (52 7) 3129800

encuent@infosel.net.mx
www.learnspanishinmexico.com

Announcing the Yale Language Series for English as a Second Language

a collection of resource materials for teachers and students

Our inaugural programs coming in Fall 2001—



Twelve American Voices: ***An Authentic Listening and Integrated Skills Textbook***

Maurice Cogan Hauck with Kenneth MacDougall
Based on the award-winning producer David Isay's NPR broadcasts
Designed for intermediate to advanced English students, this book presents a series of entertaining radio documentaries featuring interviews with a culturally rich array of Americans.
Student Manual & Audio CD 0-300-08960-0
Free Instructor's Manual 0-300-08961-9

Testcraft: ***A Teacher's Guide to Writing & Using Language Test Specifications***

Fred Davidson & Brian Lynch
This clear and timely book offers language educators a how-to guide for creating language tests that reliably measure exactly what they are intended to measure. **0-300-09006-4**

The Art of Non-Conversation: ***A Re-Examination of the Validity of the Oral Proficiency Interview***

Marysia Johnson
This book examines the components of speaking ability and asks whether the OPI is a valid instrument for assessing them.
0-300-08960-0

To explore samples from these programs or request examination copies, contact us or visit www.yale.edu/yup/ESL

Yale University Press
P.O. Box 209040, New Haven, CT 06520
203 432 7620 specproj.press@yale.edu

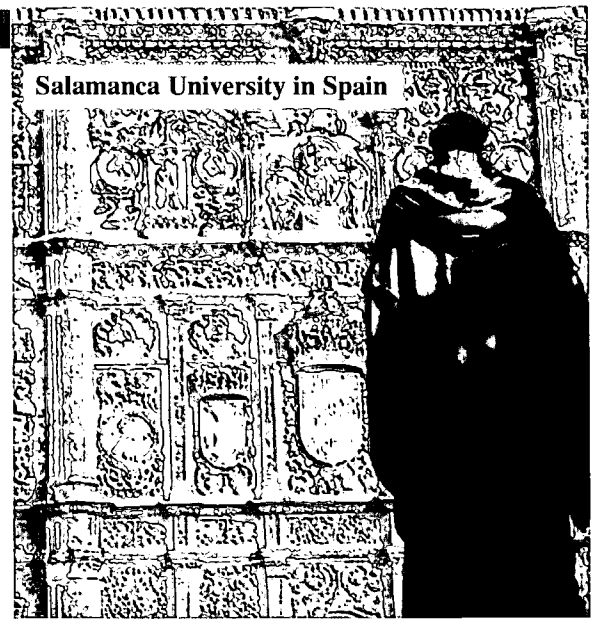
from p.36

the importance of traditional classroom-based learning, and is aware that discontinuing foreign language classroom education may impede some students' ability to grasp the basics of a language. But he doesn't believe that a one-size-fits-all, classroom-based language program is capable of addressing the range of learning goals found in a classroom of 20 or 30 students. "Sure, students experience greater learning gain when they can build on a classroom foundation, but it's highly unlikely that three to five hours of weekly campus-based instruction will produce communicative competence in a foreign language for students."

Maxwell, who taught Russian at Tufts University and modern languages and literatures at Whitman College for 22 years (he is fluent in Russian, and reads German, French, Bulgarian, and Old Church Slavic) understands that many faculty and administrators may feel threatened by his plan, and may believe it is too drastic. The most important consideration for Maxwell, however, is that the existing foreign languages department isn't meeting the needs of the students. "The decision was based solely on quality; on the need to produce outcomes that met our students' learning goals." Declining enrollment, a devastating external review, and dissatisfaction expressed by students and faculty were warning signs that the department was in trouble. When the department failed to respond to the administration's offers of targeted faculty development, and neglected a mandate to "produce a feasible, credible strategic plan for its own renewal," Maxwell says, "we were left with little recourse." Maxwell claims he understands the barrage of resentment but wishes those criticizing DULAP would take all the facts into consideration before hurling condemnations. "Our decision is specific to problems at Drake, and not one we're advocating as a leadership role for other universities to follow."

Maxwell insists that DULAP was not driven by cost considerations, as some have speculated. "The cost of running this program won't be significantly different; I certainly don't have expectations to save money."

Maxwell also points out that DULAP is still being formulated, and will therefore have some flaws. The key, he says, will be constant assessment and modification of the program. Maxwell intends to start with a pilot program consisting of only the students majoring in French, German, and Spanish. "We'll spend the first year or two working through these to get it right," Maxwell says. "Only when we have a tried and true template will we approach other countries to develop additional partnership language programs." In time, Maxwell hopes Drake students will be able to choose from a greater variety of languages, including Russian, Japanese, Arabic, and African languages, which Drake's limited resources have been unable to provide in the past. He also intends to hire a second-language acquisition specialist, who will help students determine their individual learning goals. The specialist will develop, monitor, and assess individualized programs of study for each student and implement second-language acquisition courses in order to prepare students for individualized learning. "Some programs will focus on intensive language study; some will focus on curricular areas such as business or environmental studies; some will combine language study with other subjects; and some will offer internships or field study experiences," says Gretchen Olson, director of International Programs at Drake.


Salamanca University in Spain

"The decision was based solely on quality; on the need to produce outcomes that met our students' learning goals."

A Great Experiment

The curious thing about the debate at Drake is that neither side has much scientific data to rely on. There are studies showing that early study of a second language enhances long-term competence. And most linguistic scholars concur that students who gain a solid grammatical foundation in a second language at their home institution do better when they go abroad. But research examining how different types of students learn and in what types of environments they learn best is, for the most part, nonexistent.

"There is not enough research on what types of language learning needs to happen for different kinds of students," says Nina Garrett, director of the Center for Language Study at Yale University. As Garrett points out, some students learn best in face-to-face, one-on-one circumstances. Others do well using self-paced, memorization methods. Still others excel in traditional classroom settings.

"There is a place for all types of language learning. It's hard to say one in particular isn't effective when all students acquire language differently."

Garrett, who consulted with Drake about a new foreign language curriculum before DULAP was on the horizon, is certain that more research needs to be done. She is also certain that Drake is at least starting with the "right kind" of research. "Other universities have already substituted technology-based language learning for significant parts of elementary courses with far less creation of newly designed material and far less development of specifically tailored modules to fit in with a new curriculum than is proposed at Drake." And, she says, Drake is being proactive in planning for follow-up advising with students who have gone overseas to help them build on what they learned abroad. "Too many schools ignore students when they come back. These students feel their lives have literally changed and oftentimes no one pays any attention to that."

Will It Work?

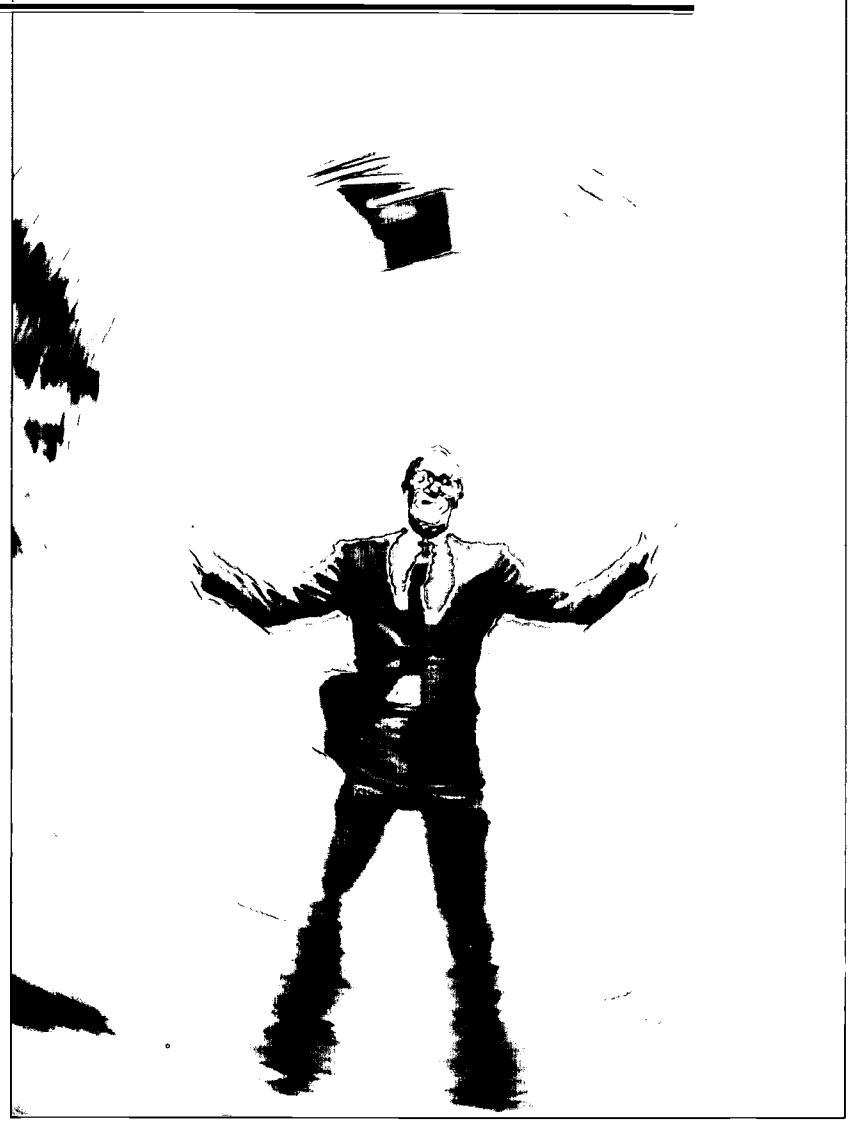
No other institution has tried to implement a plan like DULAP before, so no one (not even Drake's administration) knows if it will be successful. Five or ten years from now, DULAP could be a model for other universities across the nation, or it could be a resounding failure. But if our nation's recent experience with corporate outsourcing is anything to go by, we know that the planned changes will not come without a cost. Drake's language faculty and their families will bear losses, of course, and there may be collateral damage as well. Perhaps this is the price of progress.

ERIC Full Text Provided by ERIC

BEST COPY AVAILABLE

Choosing an ESL Textbook

Like so many other aspects of teaching, choosing a textbook is far more difficult than it first appears. There are hundreds of ESL textbooks on the market, and they vary dramatically in quality and pedagogical approach. How should a teacher decide which ESL textbook to use? **Michelle Medlock Adams** spoke to some veteran teachers at Texas Christian University (TCU) to get their opinions on ESL textbooks, and as you might expect, they expressed some passionate opinions on the subject.



Focus on meaning

Matt Juge is an English instructor at TCU and an expert in linguistics. One of the textbooks he recommends is William Harvey's *Inglés Para Latinos*, published by Barron's. Juge likes the book because it emphasizes some of his favorite teaching principles: get students to focus on the meaning conveyed by the speaker, and don't get bogged down with memorizing the rules of pronunciation and grammar. The book is practical and informal, Juge says, and is especially good for those who do not have the patience for traditional methods that emphasize memorization and grammatical rules. Juge also likes the author's use of drawings and caricatures to help learners understand English when written words alone are not enough. "If we think about how children learn their native language, they hear 'puppy, puppy, puppy' when there's a puppy nearby. [Using drawings] takes advantage of the natural facilities of language—facilities that everyone has—much more effectively than a lot of other a[illegible]s."

Juge has found that certain traditional ESL texts can be confusing and counterproductive. Number one on his list of textbook pet peeves?: rule statements that are impractical or incorrect. For example, Juge doesn't like Jane E. Aaron's *The Little Brown Compact Handbook* (a standard grammar handbook with ESL tips throughout) because it makes broad (and sometimes incorrect) rule statements. "These kinds of books typically say, 'People don't do this,' or 'This isn't written or spelled this way.' But when texts do this, they are factually incorrect because people often use these incorrect spellings, sentence patterns and pronunciations. It's like saying that people don't speed [when they drive]. Well, people do speed. It's illegal, but they do it. Using that same speeding analogy, I think ESL books should offer something like this: if you drive at the speed limit, you are likely to have people riding your tail. If that's a problem for you, you can drive 5 to 7 miles over the speed limit and probably not get a ticket." In other words, a textbook should tell students that it's okay to split infinitives and put prepositions at the end of sentences if it helps them to be understood.

Another pet peeve of Juge's: textbooks that impose unrealistic learning goals. "A lot of books seem to set too high of a standard," Juge says. "They say, 'Okay, you are going to learn to sound like Tom Brokaw,' when in fact, Tom Brokaw, just hanging out with friends, probably doesn't sound the same as he does on the evening news.

continued p.40

from p.31

"That's why I like Harvey's book so much. It is very goal oriented, but they are realistic goals. His book gives pronunciation guides based on how Spanish speakers would pronounce English words. Most native Spanish speakers pronounce a 'd' after a vowel as a 'th' sound, so he offers that pronunciation option. It helps learners approximate the native pronunciation of a word."

Drills and memorization are not the answer

Kurk Gayle is the director of Intensive English at TCU and was formerly the ESL textbook acquisitions editor for a major publisher. He faults some ESL texts for relying on drills and memorization, leaving the learning process dry and devoid of context. Learning language in this way is like learning to swim without a swimming pool, Gayle says. "You can probably teach a person to swim without actually getting in the water. I mean, you could go through the motions by doing strokes while lying on a table, the same way you could teach language through drills and memorization. But I'd like to think the field has evolved past this [model] of language acquisition."

Gayle also points out that some textbooks fail to recognize that there are different kinds of learners and different ways of learning language: "The old school of publishing tends to be cookie-cutter and mass produced, ignoring the learning style and process." Gayle says many texts disregard the fact that there are visual, auditory and kinesthetic learners, and that there are ways to maximize the potential of each learning style. Such old-fashioned texts, which Gayle calls "the dinosaurs of ESL," are still in great demand.

"There are these kinds of books in every big publisher," he says. "Editors shudder to publish these texts because we can't believe they are still in such demand. In fact, they are still selling very well—especially to 'green' teachers—because they are easier to teach [with]. Surprisingly, the learner is real satisfied too, because ESL learners, by and large across the world, learn this way." Gayle includes in this category Betty Azar's grammar series (published by Longman), *Zero Prep: Ready to Go* by Laurel Polard (Alta Books) and *Jazz Chants* by Carolyn Graham (Oxford University Press).

There are some good textbooks out there, too, Gayle says. "Good texts can recognize that there are visual, auditory and kinesthetic learners and they offer options... that maximize each learning style." Gayle says the ESL textbooks that he prefers use authentic material in a communicative approach. "It's important to create a context where the learner is exposed to the kind of language that he or she will someday be proficient in," Gayle says. "Realism is very important, and that's lacking in a lot of popular textbooks."

Gayle's top picks are:

- Jean Zukowski\Faust ESL texts (Harcourt College Publishers)
- *Applied English Grammar* by Pat Byrd (Harcourt College Publishers)
- *The American-English Corpus based Advanced American Dictionary and American Idioms Dictionary* (Longman, a division of Pearson Education)
- *How English Works* by Ann Raimes (Cambridge University Press)
- *The Process of Composition* by Joy Reid (Prentice Hall Regents, a division of Pearson Education)
- *Listen In* by David Nunan (Thomson Publishing)
- The *Tapestry* series (Thomson Publishing)

"These are great texts because all are proponents of learning language in an authentic context," says Gayle. "This isn't to say that the instructor isn't there guiding, because there's a lot of that, but the learner with very individual needs is very much at the center of the learning experience."



"Good texts can recognize that there are visual, auditory and kinesthetic learners and they offer options . . . that maximize each learning style."

Creating your own class materials

Rebecka Tucker, director of the American Airlines Leadership for the Americas Program at TCU and a former EFL instructor overseas, doesn't have a particularly high opinion of the textbooks that are currently available. "To be honest, I haven't found an ESL text that I really like," she says.

The main reason that most texts expect too much of the student at an early stage. "They look at writing and translation too soon," she says. "It's not that we're dealing with dumb adults or students; it's just that language acquisition occurs in patterns. I think they [ESL textbook authors] sometimes forget . . . second language acquisition theory." For that reason, she has created her own ESL materials based on *De Viva Voz!* – an intermediate college Spanish text written by Dr. Michael Thomas, director of Portuguese and Spanish at Baylor University in Texas.

"I take what he has done in his Spanish book and apply it to teaching English," she explains. "It works because it's not focused on drill, drill, drill. It's an authentic approach, a real experience for the students in language acquisition. They respond to it."

Tucker prefers to use the direct method, primarily using the target language in her classroom. She focuses on encouraging students to have real conversations with her in the target language. She devotes as much class time as possible to having realistic conversations with her students, and guiding them as they interact with one another in the target language. Her students stay interested because they are getting to know a little about one another while they are learning the language. "This makes it more fun," she says.

C·H·A Educational Tours since 1969

Explore the world with your students on a CHA Educational Tour! *Choose from over 130 exciting travel itineraries to destinations throughout Europe, Asia, the South Pacific, Africa and Latin America. Experience the finest value in educational travel today! Call toll-free at* ***1-800-323-4466*** *or visit our website to learn how CHA tours can make a real difference in your classroom!*





1-800-323-4466 • www.cha-tours.com

ACT ESL PLACEMENT TEST
ESL

New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage



Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

ACT™
ACTION FOR LIFE'S TRANSITIONS

Our Basenji and Rhodesian Ridgeback think everyone should learn Afrikaans.



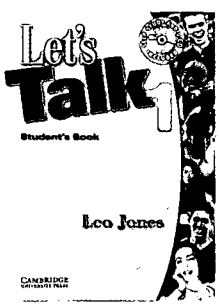
Our Vizsla thinks everyone should learn Hungarian.

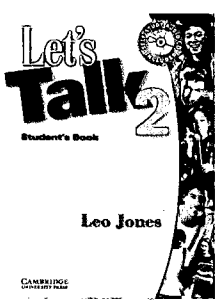
No matter what language you want to learn, World of Reading is the place to go.
Software, Videos, DVDs, Audio CDs and Tapes & Books for all ages,
in over *100* languages, All at discounted prices.

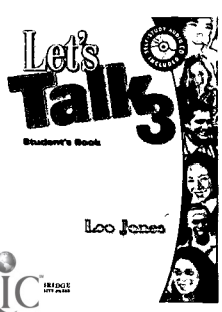
Visit us online at www.wor.com or call or e-mail for a print catalogue.

World of Reading, Ltd.
P.O. Box 13092
Atlanta, GA 30324-0092

Toll-Free: 1-800-729-3703 **Phone: 404-233-4042**
Fax: 404-237-5511 **E-Mail: polyglot@wor.com**







LET'S TALK!

This communicative speaking and listening course in American English is designed to develop oral communication skills. **LET'S TALK** includes a variety of interesting and innovative topics that encourage students to express their feelings, ideas, and opinions.

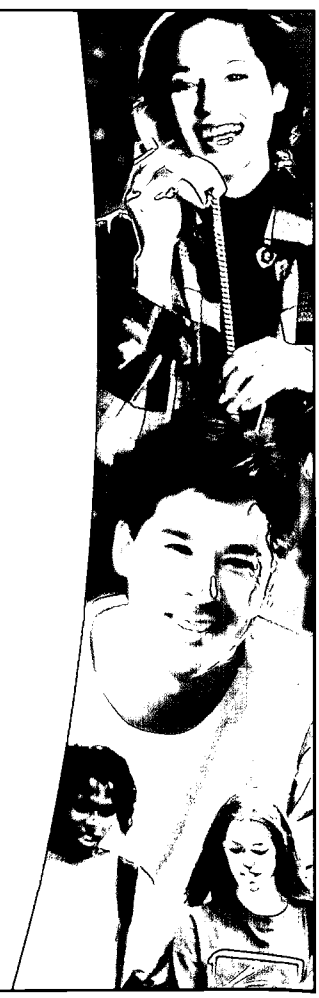
MAJOR FEATURES

- Pair and group work activities can be used in both small or large classes.
- Personalized language tasks encourage students to share ideas.
- High-interest topics promote conversation and motivate students.
- Frequent language support facilitates fluency.
- Vocabulary-building exercises prepare students for a topic.
- Thought-provoking newspaper and magazine-articles stimulate discussion.
- Information-gap activities provide additional speaking practice.
- Audio CD included with every student's book.

SELF-STUDY AUDIO CD INCLUDED

Questions? AskHank@cup.org
or contact: ESL Marketing Group
40 West 20th St. New York, NY 10011
tel. (800) 872-7423 • fax: (212) 645-5960
www.cambridge.org/esl-efl

CAMBRIDGE UNIVERSITY PRESS





Barry Bakin

ESL Beginning High,
Pacoima Skills Center

July 2001

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Vacation	3 Vacation	4 Independence Day Vacation	5 Vacation	6 Vacation	7
8	9 Summer School Starts	10	11	12	13	14
15	16	17	18	19	20 My Brother's Birthday!!	21
22	23	24 Doctor's appointment	25	26	27	28
29	30	31				

Lessons for the One-Computer Classroom

A regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/ Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

Project #5 "Make a Calendar"

The 5th project is appropriate for High Beginners and Intermediate students and above. The project uses Microsoft Publisher to create a simple calendar with the student's picture or other image and special dates for that month. The students will be able to use the calendar as the basis for conversation practice in pairs or in groups.

Step 1) Take a picture of the student who will be working at the computer and save the photo in a folder on the hard drive. (Students could also bring in a favorite photo and have it scanned.) If you don't have any way to use a photographic image, you can skip this step and have the students choose a clipart image instead.

Step 2) Open Microsoft Publisher. The Microsoft Publisher Catalog Wizard will open. Click on "Calendars" and then "full page". You'll see a list of templates. You can pick anyone that you like, but the one titled "Art Left Calendar" is especially appropriate because a place for a photo is included within the design, the graphics for the days and dates are not too extreme or outlandish, and there are not a lot of unnecessary text boxes or graphics that have to be removed. Exit the wizard by clicking on "Finish". Alternatively, you can turn off the wizard so that it won't automatically open by clicking on "Tools/Options" and the "User Assistance" tab in the Options window. Click on the boxes next to "Use Quick Publication Wizard for blank publications" and "Step through wizard questions" to unselect them. The next time you choose a calendar style the step-by-step component of the wizard won't start.

Step 3) Make a model calendar that students will be able to look at as an example. Decide what month the students will practice according to the grammar tense that you are studying. If you will not be making calendars for the current month, click on the section titled "Dates" in the top box of the

continued p.44

from p.43

Calendar Wizard. Click on "Change Dates" in the bottom section to pick the date that you want. You need to pick a start month and an end month so if you only want one month you have to enter that month in both spaces. When you click on "OK", a calendar for the month that you chose will be created.

Step 4) Now it's time to replace the sample photo with your photo or a photo of one of the students. Click on the photo of the sun behind the clouds in the model calendar to highlight it. Click on "Insert/Picture/From File." Browse to the folder where you previously saved the photo, pick one, and insert it. Click on the text box with the caption under the picture and write an appropriate description. I like to write the student's name and the name of the class level and school.

Step 5) Insert real or imaginary events at various spaces around the calendar by clicking on the space for any particular day. Click after the number and press the "return" key to start an entry on the next line. You can change the size of the font so that your entry will fit in the box. When you have several entries and you are satisfied with the calendar that you've made, save the document as "Model Calendar". Your model should look similar to the example on p.43. Print out a copy to display near the computer as a model.

Step 6) After explaining the general directions for the project to the class, you can have individual students start to create their own calendars. Rename and save the model calendar for each student who will be working at the computer.

Step 7) As each student finishes, check their work for errors and make suggestions. Print out a finished copy for the student, and call a new student or pair of students to the computer.

The important thing to remember about this project is that even though creating a calendar is a nice accomplishment in and of itself, the language focus of the project is the discussion or pair work that will come later. One student starts by asking, "What did you do on July 24th?" if you're practicing Past Tense, "What will happen on July 9th?" for Future Tense practice, or simply, "When is your brother's birthday?". Adapt the questions to the tenses that you are studying. The partner can respond and then ask questions in return.

Tips for working with computers and beginning students

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a new document to help you organize and print out the completed projects. For this project, call the new document "Student Calendars". As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "Student Calendar book" as a new page (At the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This will allow you to print out a complete or partial set of pages without having to open each student's document individually.

Barry Bakin is an ESL Teacher and Teacher Advisor in the Los Angeles Unified School District. He teaches at Pacoima Skills Center.

http://www.ala-usa.com/software http://www.ala-webstore.com

TOEFL™ Mastery for the CBT

Preparation for the New Computer-Based Test

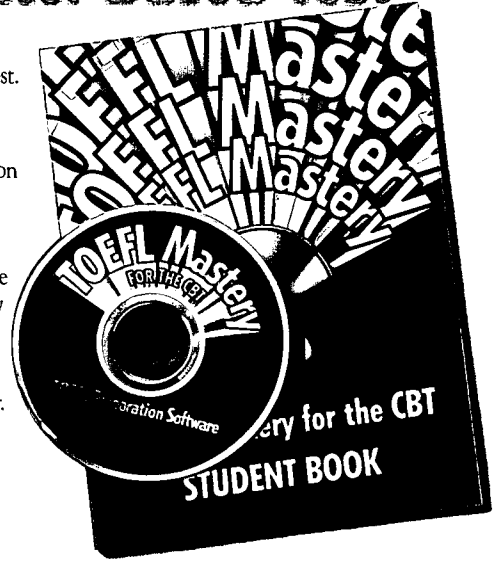
TOEFL Mastery for the CBT gives your students the tools to succeed on the computer-based test with extensive practice opportunities with the new question types and the new format of the computerized test. The package includes an instructional CD-ROM and a Student Book.

The CD-ROM provides

- training in the computer skills needed for the actual exam
- a user-friendly tutorial on how to use the CD-ROM; on-line help
- extensive practice with the new question types
- explanations of all incorrect answers
- a large data bank of test items, from which questions are randomly combined into new exercises

The Student Book includes

- a full description and explanation of each section of the TOEFL CBT
- test-taking skills and strategies to help students better prepare for the test
- sample practice questions for each question type
- topics and guidance to practice writing an essay



Contact us today for details on **TOEFL Mastery for the CBT** or to place your order.

ESL Software Department
American Language Academy
1401 Rockville Pike, Suite 550
Rockville, MD 20852

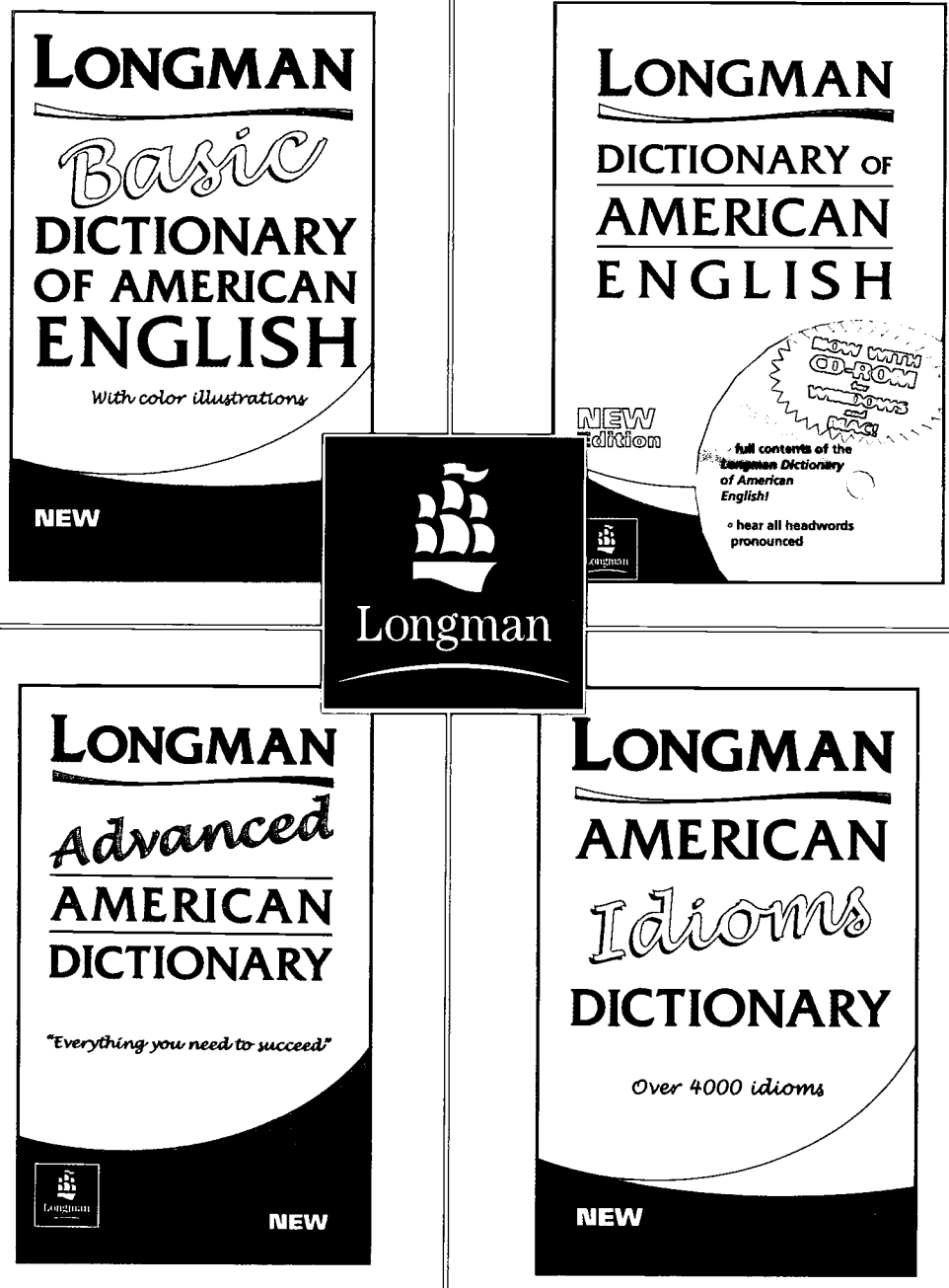
Telephone 800-346-3469
301-309-1400
Fax 301-309-0202
E-mail software@ala-usa.com

American Language Academy

Requires IBM PC or compatible, Windows 3.1 and higher, 16 MB RAM, 10 MB free on hard drive, CD-ROM drive, Sound Blaster compatible sound card, speakers or headphones

© 2001 American Language Academy

The American Laguage Academy (ALA) is not affiliated with Educational Testing Service (ETS) or with the development of the Test of English as a Foreign Language known by the ETS trademark, "TOEFL," and ALA is solely responsible for the contents and appropriateness of ALA's materials. TOEFL© is a registered trademark of Educational Testing Service.



Think Longman ESL

Life is full of choices, and we're here to help you make the best one for your students. Longman provides exceptional educational materials for ESL students from imprints you already know and trust like *Scott Foresman, Prentice Hall Regents and Penguin.*

So when you think about purchasing ESL educational products—think Longman ESL.

VISIT OUR WEBSITE OR CALL: www.longman.com ○ 1-800-375-2375

Longman ○ Scott Foresman ○ Prentice Hall Regents ○ Penguin

Archie's Gone, But Not His *Bunkerisms*



Back on January 12 of 1971 (has it really been that long?), the landmark series "All in the Family" lit up the tubes of our television sets. Created and written by Norman Lear, the series, depicting a bigoted blue-collar worker and his family, attracted increasingly large numbers of viewers by pushing the envelope long before that phrase became the cliché that it is today. It "changed the face of television," as one critic put it, by presenting some very new elements for a situation comedy—realistic characters, mature themes, frank dialogue, and socially sensitive issues.

A great part of the show's success must be attributed to the personality and power of the main character as interpreted by the incomparable Carroll O'Connor, who exited the earthly stage earlier this year. The series has so touched the hearts and minds of the American viewing public that the name Archie Bunker has entered our language as the label for a lovable blue-collar ignoramus.

In the grand tradition of William Shakespeare's Doll Tearsheet and Richard Sheridan's Mrs. Malaprop, and the modern school of Dizzy Dean, Samuel Goldwyn, Yogi Berra, and Howard Cossell, Archie Bunker is also renowned for unfailingly tripping over his tongue. His hilarious tongue tangles have come to be called Bunkerisms. As Archie himself expressed it, the name Bunker and the humorously illiterate misuse of words are like "two peas in a pot." Trust me, the following genuine, authentic, certified, and unretouched Bunkerisms ain't no "science friction" or "frigment" of my imagination:

- Don't take everything so liberally.
- The statements I made were supposed to be sub-rosy.
- This woman could be a kidnapper, making you an excessity after the fact.
- I give ya the biggest build-up since Grant took Richard.
- There's something rotten in Sweden, Edith. Call it a father's intermission, but I smell a rat.
- You're taking it out of contest.
- Why don't you write a letter to Dear Abie?
- Forget it. It's irrelevant. It ain't German to this conversation.
- Don't you never read the papers about all them unflocked priests running around? This here priest ain't kosher and never was.
- .bout Mike) Listen to our world traveler, will ya. Ain't never been past the Chicago stock yards, and now he's a regular Marco Polish.
- What is this, the United Nations? We gotta have a whole addenda?
- She's hangin' around my neck like an albacross.
- I don't need their whole Dunne and Broadstreet.
- Just who the hell are we entertaining here tonight? The Count to Monte Crisco?
- Whoever sent 'em obviously wanted to remain unanimous.
- The Mets winnin' the pennant, that would be a miracle. Yeah, like the immaculate connection.
- If you was half as sick as me, you'd be layin' on that floor waitin' for Rigor Morris to set in.
- You've been standing on that phone like a pillow of salt.
- "Sorry" ain't gonna clench my thirst.
- Get on the phone and call up the lodge and confirm that the Bunkers is goin' to Florida as pre-deranged.
- I don't see why you had to drag me to her doctor, this groinocologist guy.
- That there is for your condition, Edith. It's for when you get one of them hot flushes.
- (Sniffing a cigar) Edith, this is the nectarine of the gods.
- It's a proven fact that capital punishment is a known detergent for crime.
- All I'm sayin' is it was unfair to the white ball players who weren't fortunate enough to be born with the same natural endorsements.
- You think he's a nice boy after what he did? Comin' in here, makin' suppository remarks about our country.
- Well, goodbye and good ribbons.

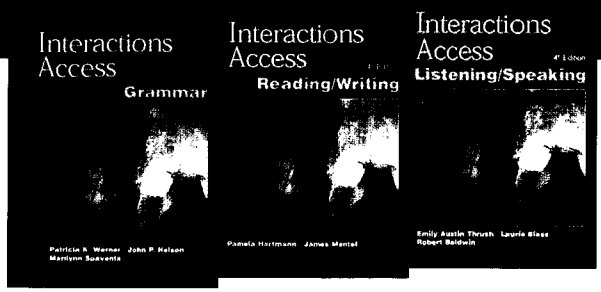
Archie Bunker still shows up on our TVs in reruns, and the spirit of his tongue tangles continues to suffuse our lives. His contribution to our language is legionary and immemorial.

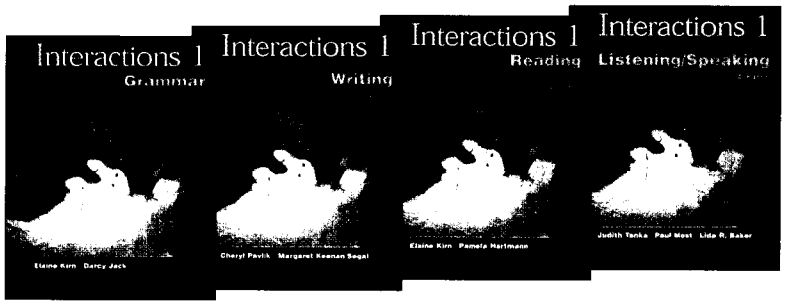
Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

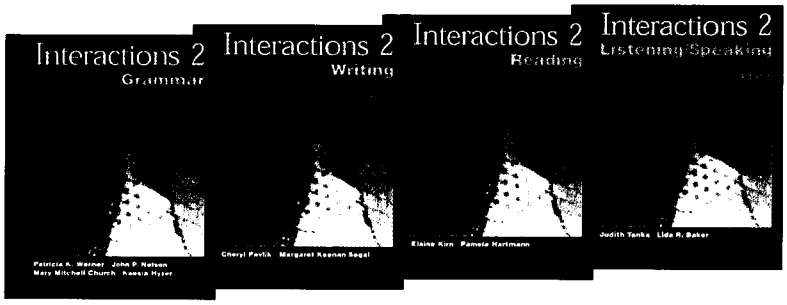
ERIC

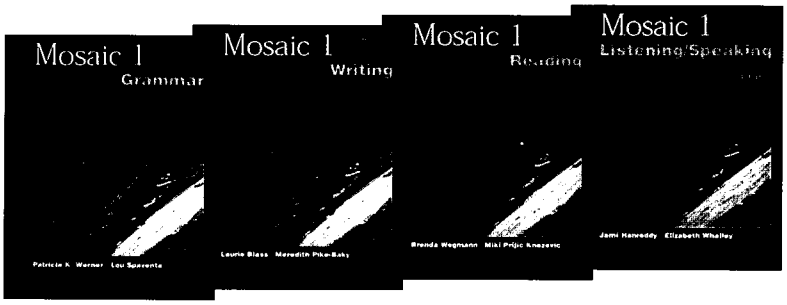
Interactions Mosaic

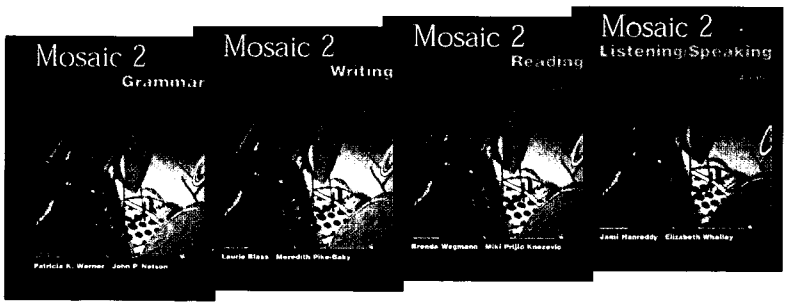
NEW! 4th Edition











BEGINNING TO ADVANCED

The series that prepares your students for academic success in a clear, accessible format!

The **NEW 4TH EDITION** incorporates interactive and communicative activities while still focusing on skill building to prepare students for academic content.

- Themes are integrated across 4 skill strands and throughout 5 levels.
- Language proficiencies are articulated from beginning to advanced levels.
- Global activities are suitable for ESL/ELT monolingual or multilingual classrooms.
- New design, content, audio programs, photos and illustrations reinforce skill-building exercises.
- 5 new videos—one video per level—immerse students in authentic language.
- Placement tests and chapter quizzes are included in each *Instructor's Manual.*
- User-friendly instructions, complete scope and sequence, and consistent chapter structure offer greater flexibility in lesson planning.
- Course **WEBSITE** will offer expansion opportunities for teachers and students.

PROGRAM COMPONENTS

- **Student Texts**
- **Instructor Manuals**
- **Audio Program (Cassettes/CDs)**
- **Videos**
- **Program CDs**

McGraw-Hill Contemporary

Penn Plaza, 21st Floor ▪ New York, NY 10121-2298

For more information call
1-800-624-7294

ESL Materials at Guaranteed Lowest Prices!

Delta Systems offers thousands of ESL titles from over 100 publishers – at or below publisher's price! For teachers of elementary ESL learners, we offer our K-12 Catalog with ALL items priced below the publisher.

Call to request our FREE catalogs



The Delta Advantage is simple:

- *Lower Prices*
- *One purchase order for materials from more than 100 publishers*
- *No computerized phone options... only efficient customer service representatives*
- *All in-stock items are shipped within 24 hours of the next business day.*
- *Order 24 hours a day, 7 days a week via Toll-Free Fax or online at www.delta-systems.com*

In addition to below publisher pricing...



Call to request our FREE catalogs and receive a 10% DISCOUNT COUPON.

Toll Free (800) 323-8270
Fax (800) 909-9901

WEB DISCOUNT

In addition to our low catalog prices, you will receive another discount simply by ordering through our website...

www.delta-systems.com



DELTA SYSTEMS CO., INC.
Bringing Language to the World

1400 Miller Parkway • McHenry, IL 60050-7030
Phone: 815-363-3582 Fax: 815-363-2948

THE MAGAZINE OF COMMUNICATION & EDUCATION

$4.95 US / $7.50 Canada / 6.95 Euros

Language

October 2001

Peace Talks

Experience Asia

Spanish to English Reading Skills

Literacy Volunteers

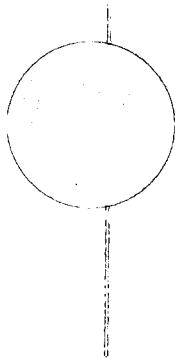
LANGUAGE BARRIER DO NOT ENTER

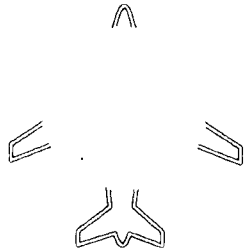
Steven Donahue talks to the leaders of two American organizations dedicated to bringing the world closer together through language

Online Learning

Eclectic Teaching

BEST COPY AVAILABLE





A classroom doesn't have to be.

A classroom can be anywhere students learn. Be that a festival in Madrid, a close picture at the Arc de Triomphe, or a splash in the Trevi Fountain. We're Explorica, an educational travel company built for the 21st century. By using the Internet to streamline the process and allowing teachers to travel for free, we not only make it easier for you to take your students abroad, but we also let you spend more time with them once you get there. Enriching their experience. Even sending digital pictures and e-mails to family back home. In short, we make it easier for teachers to do what they do most. Teach.

To learn more about Explorica, log onto explorica.com or call 888.277.7426.



learn.

© 2000-2001, Explorica, Inc. All rights reserved.

TOEFL®

ETS® Educational Testing Service



Power Up Your TOEFL Test Prep!

POWERPREP® Software: Preparation for the Computer-based TOEFL Test

Created by Educational Testing Service®, POWERPREP software CD-ROM is the ONLY product available with timed computer-based tests operating under the authentic TOEFL testing software used by examinees around the world.



POWERPREP software features:

- Two timed computer-based tests with authentic TOEFL questions
- Same tutorials used on test day
- Three essay topics for writing practice
- Actual essays written by TOEFL test takers
- Score ranges at the end of each test

THE INTERNATIONAL STANDARD TOEFL FOR OVER 35 YEARS

To order POWERPREP® or other TOEFL test prep, call 1-800-446-3319 or visit our web site at www.ets.org/store.html

TOEFL®

Test of English as a Foreign Language

301

Copyright © 2001 by Educational Testing Service. All rights reserved.
Educational Testing Service, ETS, the *ETS logo, TOEFL,* and the *TOEFL logo* and *POWERPREP* are registered trademarks of Educational Testing Service.

ERIC Full Text Provided by ERIC

October 2001 Volume 1, No. 2 (ALR Volume 5, No. 6)

LanguageContents

ON THE COVER: Can language be a broker for peace? Mary Jean Eisenhower (People-to-People International) and Chip Carter (Friendship Force International) believe so. **Steven Donahue** finds out why. **PAGES: 15-18**



FEATURES

TEACHER OF THE YEAR: *Language* invites nominations for its inaugural Teacher of the Year Award. **PAGE 14**

STUDENT FOCUS: **Jayne** and **Gary Jennings** offer advice on teaching in Asia. **Jim Sook Lee** discusses communication difficulties with Korean Students. **PAGES: 19-23**

METHODOLOGY: Is the eclectic approach to language teaching fashionable nonsense or informed opinion? asks **Dr. Thomas Kane.** **PAGE 26**



DIALECTS: **Daniel Schreier** reports from the remote island of Tristan da Cunha. **PAGES 28-31**

ADULT LEARNERS: Two Literacy Education groups are about to merge. What does it mean for their current members? *Language* investigates. **PAGES 33-34**

SPECIAL REPORT: Xenoglossy is the supposed ability to speak in an unknown and unlearned language. **Chris Kelly** sorts out fact from fiction. **PAGES 24-25**

YOUNG LEARNERS: Does literacy translate from Spanish to English in the early grades? Read LinguistiCAL's preliminary analysis. **PAGES 35-36**

ELECTRONIC EDUCATION: Online language courses are an option chosen by a growing number of students. But does the virtual classroom provide the right environment for learning? **Steven Donahue** examines two language programs for Spanish and French. **Barry Bakin** continues his lessons for the one-computer classroom. **PAGES 39-45**

Departments: Editorial **6**, Letters **8**, News **10**, Book Reviews **38**, Last Laugh **46**

Note: "Poetry in Motion" (*Language*, September 2001, p.16-18) was written by Nile Stanley with technical assistance from Darrin [illegible], who was credited with sole authorship.

ellis.com

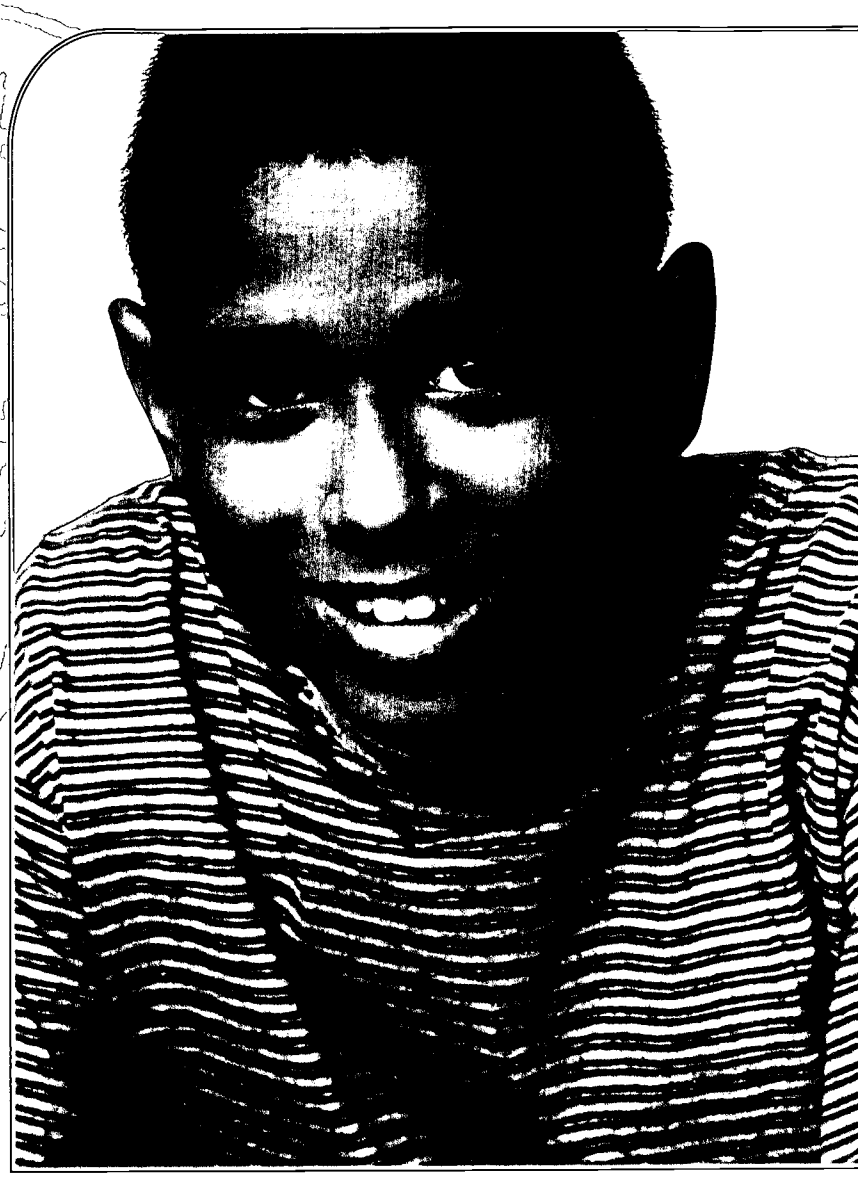
Introducing

ELLIS Kids ™

The most anticipated English training software in years.

As the trusted leader in English training software for over 10 years, ELLIS now offers an exciting new program–ELLIS Kids. With the same level of excellence of other products in the ELLIS family, ELLIS Kids offers powerful language instruction to school-aged learners.

Offering hundreds of hours of fun instruction, ELLIS Kids helps students cope with and succeed in everyday situations. They'll learn vocabulary and communication skills for places like the classroom, store, and hospital as well as learn to converse effectively with friends, teachers, and others.



Now we're speaking your language.

(And so are they.)



ELLIS

sales@ellis.com

ELLIS Kids is the most educationally sound software available. With tons of multimedia instruction and native language guides, ELLIS Kids can help beginning and intermediate learners to develop the essential language skills they need to be successful.

To find out more information on this highly anticipated program, contact us at **888.756.1570** or visit **www.ellis.com**.

Give your students the chance to succeed.



Making A Difference

WITH THE TERRIBLE events of September 11, 2001 still fresh in our minds, our hearts are with the people directly affected by this tragedy including *Language* readers whose relatives and colleagues are missing from the Twin Towers.

Like all Americans and much of the world, the language teaching profession has been touched profoundly by the attacks on New York City and Washington DC. Teachers have rallied to support each other with ideas and resources to answer questions raised by their frightened and bewildered students, including those of Middle Eastern origin.

Reflection on those who lost their lives, on the survivors, and on the heroic people who came to their aid gives us an opportunity to examine our own lives and to ask "How can we make a difference?"

Education is a potent weapon in the struggle against violence and hate which often springs from poverty and hopelessness. Research has shown that basic schooling has a positive influence on a person's ability to find a job, especially in developing nations. But in many countries around the world, education is a luxury afforded by few. In a recent article in *Foreign Affairs*, Gene Sperling notes that "Today 130 million of the world's children are without schooling, and hundreds of millions more will be equally deprived in years to come." Rich and poor countries should join together in what Sperling calls "The Global Education Contract" designed to guarantee that no child is denied access to knowledge.

Education cannot exist without language. Indeed, few aspects of humanity are more important than language. Through language we express our views on the world from religion and politics to love and hate. John Locke, the seventeenth-century thinker whose ideas on human understanding and religious tolerance still resonate today said, "We should have a great fewer disputes in the world if words were taken for what they are, the signs of our ideas only, and not for things themselves."

Language is key to opening a world of understanding and there is a need to open doors at a time when we want to close them. Making an effort to learn new languages shows that we are prepared to meet people on their terms. It also provides the learner with a new perspective for, as film director Federico Fellini put it, "A different language is a different vision of life."

Of course, language and education cannot cure all of the world's ills. There will always be hate and prejudice to battle against. But teachers can make a difference in the world and, as Seneca said, "When we teach, we learn." We need, as societies, to put education at the top of the list of our priorities, not consign it as an afterthought to the bottom of the pile. Boosting education for all must be a real goal not a lofty idea to which we pay mere lip service.

Somehow, we have to believe that out of evil will come some good.

Ben Ward, Editor

Language

formerly American Language Review

Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Europe Editor	James Beetham
Consultant Editor	Dan Ward
Book Reviews Editor	Karen Russikoff
Dialects Editor	Walt Wolfram
Features Writer	Steven Donahue
EdTech Writers	Barry Bakin Arnie Cooper Steven Donahue
Last Laugh	Richard Lederer
Contributors	Gary Jennings Jayne Jennings Dr. Thomas Kane Chris Kelly Daniel Schreier
Marketing	Nick Bolitho Roy Walker
Production and Web Design	Kire Productions

National Offices	11271 Ventura Blvd, Suite 513 Los Angeles, CA 91604
Telephone	(818) 763-8527
Fax	(818) 763-8529

Editorial
editor@languagemagazine.com
Advertising
info@languagemagazine.com
Subscriptions
subs@languagemagazine.com

Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

Language Magazine **is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.**

© 2001 Language Media, LLC.

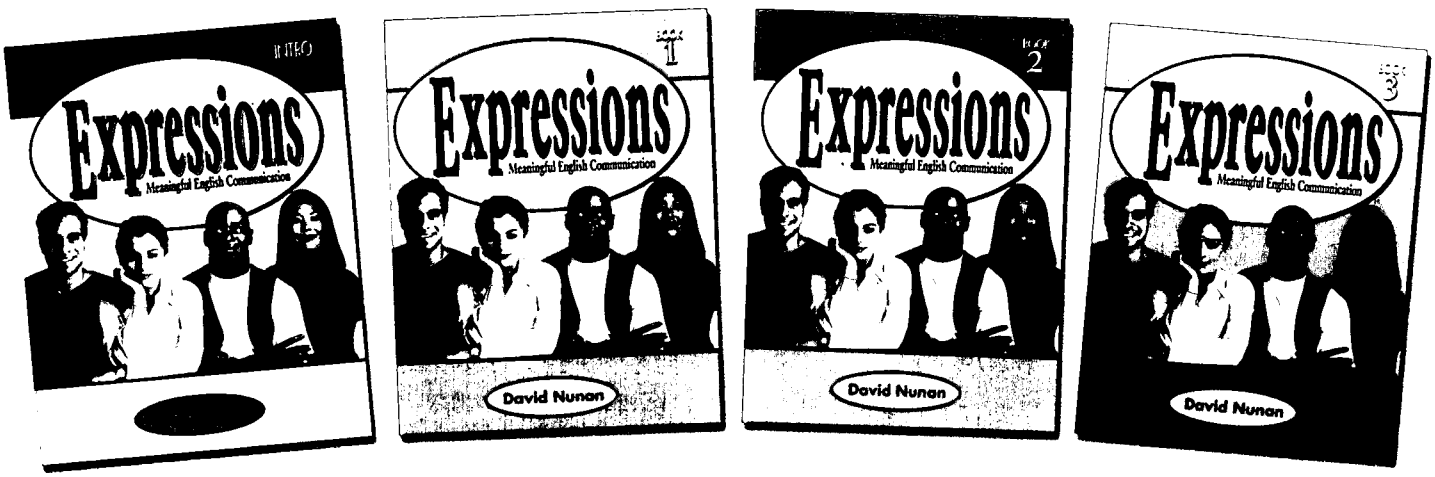
Language Magazine **is abstracted and indexed with ERIC.**

Express Yourself!

Expressions

Meaninful English Communication

David Nunan



- **Integrates all four skills**
- **Provides abundant opportunities for practice**
- **Builds learner's confidence to communicate in English**

To learn more, visit http://expressions.heinle.com

HEINLE & HEINLE
THOMSON LEARNING
www.heinle.com

LETTERS



Human Spirit Will Continue to Prevail

The most predominant thing that comes to mind right now is the day that I taught my adult ESL class immediately after the terrorist attacks. Closing the door and walking into that small world created such a safe haven amidst all of the chaos on the outside. We were truly at peace with each other and communing on such a deep level of the HUMAN spirit. It did not matter who we were or where we came from—we just existed and shared at a level that ultimately matters the most. Unfortunately, we all had to leave in a short while and walk back into the horror.

Anne Muirhead
Goose Creek
South Carolina

September 11, 2001, was a horrific and tragic day every American will remember for the rest of our lives. Being an ESL teacher I am fortunate to have contact with many different foreign students, who are used to looking to me for support in their daily lives. But it is most heartening to hear and see each and everyone one of them offer their condolences and support at a time when it is most needed.

Cheryl Bainbridge
Boston
Massachusetts

Multimedia Education Partnership Wanted

We are looking for children's English education related teaching materials, English test (TOEIC, TOEFL, etc.) related teaching materials, business English teaching materials, and TV programs or other broadcasting programs and books produced in English that can be developed as English education teaching materials. We would like to either enter into a license agreement or establish a partnership with a company with above listed contents in order to enter the global English education multimedia market. Thank you for your cooperation.

Ryu, Seon-Hee
Educational Development Dept.
CNNC
Seoul, Korea

[Ed - Interested parties should send a brief e-mail to info@languagemagazine.com]

I Want *Language* Now!

I subscribed to *ALR* [now *Language*] through your homepage in July, and got July/August Issue. But, I haven't received September issue yet. So I want you to check whether you've sent it to me or not. I am really looking forward to reading the articles in September issue.

Kim Eun Shil
Seoul, Korea

[Ed - Kim, your copy was on it's way to Korea as soon as it came off the presses. Everyone here at Language *appreciates your enthusiasm about receiving your first copy of our new monthly magazine]*

I Need to Find that Book

I am a teacher/trainer who picked up a copy of your magazine at the TESOL conference in St. Louis. I was particularly interested in the article on "Communication for the Global Executive" (*American Language Review*, March/April 2001, p. XXX???) written by Dr. Thomas Kane. He cites a book titled The International Travelers Guide to Doing Business in Latin America that I believe, I would find helpful since I practice in Miami. However I have been unable to locate the book. Can you forward this message to Dr. Kane or do you know where to purchase the book. I thank you in advance for helping me locate the book.

Esther Perez-Apple
Principal
Bilingual Resources, Inc.
Miami, Florida

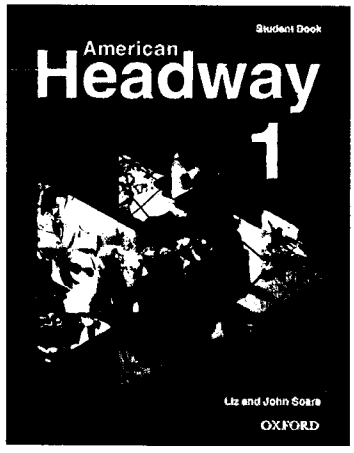
Language Is Already Missing . . .

Congratulations! *Language* promises to be just as interesting as *ALR*. I already lost my copy of the September issue in the staff room and nobody will own up to swiping it. I'm having our librarian order a subscription so I can keep my copy of *Language* to myself!

Tracy Wilkins
ESL Teacher
Holbrook, Arizona

306

OXFORD
UNIVERSITY PRESS



The World's Leading Series now in American English

The new series with an international reputation. Over sixteen million students around the world have followed the successful *Headway* method. Now it's your turn.

Send for your FREE copy!

Name_____
School_____
Address_____
_____
City_____State_____Zip Code_____
Phone ( )_____
E-mail_____

Oxford University Press • ESL Department
198 Madison Avenue, New York, NY 10016
www.oup.com/us/esl

K835-2
expires 3/31/02

NEW!

WESTERN PACIFIC COLLEGE in America
The Best Place to Learn English in Portland, Oregon USA

☑ **Portland is one of the best and safest cities to live in the USA**
☑ **Lower living expenses/No State Sales Tax to pay**

WPC Offers Excellent Intensive English Language Programs




- ★ Classes for All Ages
- ★ Monthly Enrollment
- ★ 25 to 31 Lessons per Week
- ★ Sessional & Summer Courses
- ★ Caring Staff / Qualified teachers
- ★ College and University Preparation
- ★ Short and Long Term Programs for Groups
- ★ Brand New on Campus Housing and Meal Plans
- ★ 10 Levels of English from Introduction to Advanced
- ★ Cambridge TOEFL preparation class

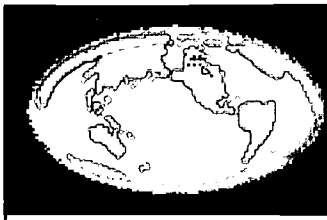

Multnomah Falls, Oregon

AGENTS WELCOME!!
Generous Terms and Efficient Service

WESTERN PACIFIC COLLEGE
9237 SE Powell Blvd.
Portland, Oregon 97266 USA

Tel: 503-775-8983
Fax: 503-775-4967

www.westernpacificcollege.com
Email: westernpacif@earthlink.net



Need Business English Certification?

Are you TEFL qualified but needing Business English certification?

American Business English Internet School offers the Certificate in Teaching Business English (CTBE) online! Enhance your professional skills:

- Learn anytime/anywhere with leading-edge technology
- Comprehensive, proven program including all essential aspects
- Frequent interaction and feedback
- Expert, friendly, 24/7 instructors

For more information or to reserve your place for the next online session, please send email to ***CTBE@bizenglish.com***
Also visit us online at: ***www.bizenglish.com***

Powerful, innovative Business English Teacher Training!

MACQUARIE UNIVERSITY ~ SYDNEY

MACQUARIE UNIVERSITY ~ SYDNEY

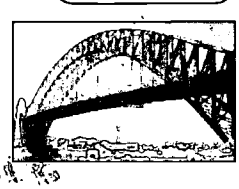
POSTGRADUATE DEGREES IN APPLIED LINGUISTICS BY DISTANCE OR ON CAMPUS

The Department of Linguistics is home of the Australian National Centre for English Language Teaching and Research and four other research centres, and has over 600 current postgraduate students in over 30 countries.

- Rigorous and challenging programs
- Choose from Applied Linguistics, TESOL and Literacy strands at Masters and Diploma levels
- Mixed mode (on campus and distance) readily available
- Discussion lists linking distance and on-campus students
- Pay only for the units you take each semester
- Work at your own speed, taking from one to five units each semester
- No residence requirements for distance students
- Admissions twice-yearly
- Credit transfer available

D App Ling
M App Ling
PG Dip App Ling
PG Cert TESOL
Also available
PhD and MA (Hons)

Further details from:
lingdl@ling.mq.edu.au
Linguistics Postgraduate Office,
Macquarie University Sydney,
NSW 2109, Australia
Tel: +61 2 9850 9243
Fax: +61 2 9850 9352



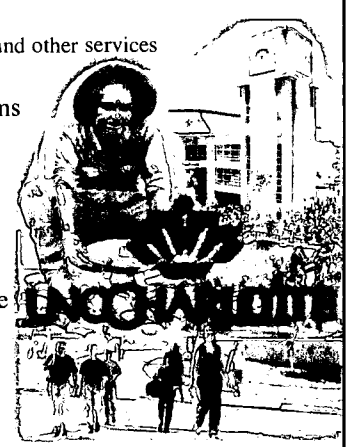
www.ling.mq.edu.au

The English Language Training Institute at the University of North Carolina, Charlotte

Since 1979, the English Language Training Institute at UNC Charlotte has offered intensive academic English in a safe, beautiful environment near a major metropolitan area.

Program highlights:
- Professional, highly qualified instructors
- 6 levels, beginning to advanced; integrated, theme-based curriculum
- 3 semesters: Fall, Spring and Summer
- Small classes in modern university classrooms
- TOEFL preparation and testing
- College credit courses for advanced ESL students
- A multimedia language center
- Access to University recreational, educational and health facilities
- Social and cultural activities
- Variety of housing choices
- Orientation and academic counseling
- Free airport pick-up, arrival assistance and other services

The Office of International Programs also offers contract ESL/culture courses for groups.



For more information, contact:
Jeff Adams-Davis, Director
English Language Training Institute
Telephone : (704) 687-2458
Fax: (704) 687-3168
E-mail: elti@email.uncc.edu
WWW: http://www.uncc.edu/elti

Attacks on America Will Affect Student Monitoring



Brave Firefighters continue their rescue mission, while (inset) President George W. Bush provides encouragement after the tragedy.

INTENSIVE ENGLISH PROGRAM (IEP) providers are worried that the numbers of international students coming to the U.S. to study English will decline as applicants face greater difficulties in obtaining visas in the wake of the attacks on the World Trade Center and the Pentagon.

Students planning to study English in the U.S. may come under particular scrutiny by authorities after it was revealed that one of the hijackers who crashed a plane into the Pentagon may have obtained a student visa to study English in the U.S.

Hani Hanjour, 26, who has the same name as one of five suspected hijackers of American Airlines Flight 77 from Dulles International Airport, had enrolled to start a course in November 2000 at the ELS Language Center in Oakland, California, but never showed up. There is no procedure in place for schools to report no-show students to the Immigration and Naturalization Service (INS).

ELS marketing director, Mike Palm, horrified to learn of Hanjour's connection to the program, said, "To think that we may have been touched by one of the suspected terrorists, it was sickening. You want to believe that everyone is trustworthy and above board."

> "To think that we may have been touched by one of the suspected terrorists, it was sickening. You want to believe that everyone is trustworthy and above board."

The Hanjour case has prompted Senator Dianne Feinstein, (D—Calif.), to consider legislation imposing a six-month moratorium on issuing new student visas. Some IEPs face closure if the ban is introduced

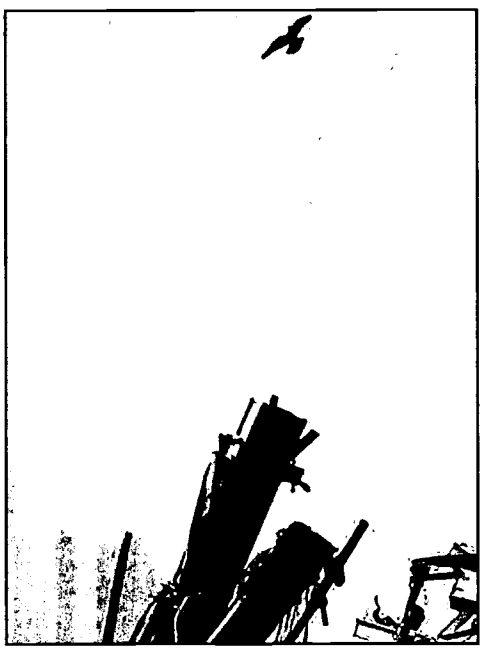
Following the first World Trade Center terrorist bomb attack in February 1993, the INS, FBI and other law enforcement agencies formed a task force to plan and implement an efficient tracking system to monitor student visas. A need was felt to implement an electronic system for efficient data-gathering, document fraud prevention, proper identification of individuals entering the US and increased overall security in the immigration process. The system, originally known as the Coordinated Interagency Partnership Regulating International Students (CIPRIS) but now dubbed the Student and Exchange Visitor Program (SEVP) is scheduled for implementation in 2003 and will be funded by charging international students a $95 fee.

Organizations including NAFSA: Association of International Educators and the American Association of Intensive English Programs (AAIEP) had opposed SEVP on a number of grounds. NAFSA felt

that the "very complex and expensive system" was unfair to students from impoverished countries and singled out foreign students—one of the smallest categories of nonimmigrant visitors—for special tracking. NAFSA also strongly objected to a system that placed the burden of reporting details of foreign students on colleges and universities rather than the INS.

AAIEP members also feared that the introduction of SEVP would diminish U.S. competitiveness in the global English language market by discouraging prospective students from studying English in the U.S., giving countries such as Canada, the U.K, and Australia, a distinct advantage in attracting these students.

But, in the aftermath of the terrorist attacks, NAFSA announced that it would "no longer oppose the foreign student tracking system that is being implemented by the INS." ■



The silhouette of a bird glides over the wreckage of the World Trade Center, while an American flag covers the entire side of a building in the background.

"The day after the attacks, many language schools in the U.S. were contacted by a large agent in Japan about the schools' refund policy for students already enrolled and students who have already applied and paid their fees. Many students and agents thankfully have the attitude of wait and see."

- Gordon Clark, vice president of advocacy, American Association of Intensive English [illegible]s (AAIEP)

FBI Plea for Languages

IN THE WAKE of the terrorist attacks, Robert S. Mueller III, director of the FBI, made a public plea seeking to recruit people who speak Arabic, Farsi or Pashto—the language of western Afghanistan—to help with the nation's probe into the hijackings.

According to Mueller, the response has been overwhelming. "On September 17, I asked for assistance from our citizens with Arabic language capability. The Arabic-American community and others immediately overwhelmed our telephone switchboard," Mueller said.

Jerry Lampe, a senior fellow with the National Foreign Language Center in Washington, D.C., said the "federal government has been short-handed for years because the American education system does not train people to high levels of competence, especially in the less commonly taught languages."

"Many government agencies can't find people, and either the jobs go unfilled or filled with people who don't have the requisite skills," he said.

Fewer than one in 10 American college students major in foreign languages and only one in 10 of those who do so study non-European languages. Among that smaller group, languages such as Russian, Chinese and Korean are far more popular than Arabic or other languages spoken in the Middle East, according to the Council for Organizations of Less Commonly Taught Languages.

Part of the reason has to do with the predominance of English, the accepted worldwide language of commerce and, to a large extent, culture. Languages are not taught in the United States until high school in most communities, and although many universities have language requirements, fluency is rarely required.

Universities say that interest in language surges and flags. Many universities saw increased demand for Persian after the Iranian hostage crisis during the Carter administration and interest in Arabic rose after the Persian Gulf War.

Individuals who are proficient in English and one of the languages should apply online at www.fbijobs.com. ■

Education Bill Still on Track

PRESIDENT BUSH's sweeping education plan, stalled by the terrorist attacks, is still on track for approval this fall.

The House-Senate committee negotiating details of the plan is expected to ratify several proposals next week, including Bush's $5 billion reading program. Rep. John Boehner, R-Ohio, who chairs the conference committee, said the group's planned Tuesday meeting is a sign that terrorism "will not derail America's domestic policy agenda."

Last spring, House and Senate lawmakers passed similar versions of a sweeping education bill sought by Bush. The revised Elementary and Secondary Education Act provides most of the federal support for K-12 schools. Negotiators are now hashing out the differences between the bills.

Both bills mandate annual reading tests for all pupils in grades three through eight and one grade in high school. Schools that don't improve test scores sufficiently risk losing part of their federal money. Their students, meanwhile, would have the option of using federal dollars for private tutoring or transportation to other public schools. A school that failed to raise test scores over several years could be restaffed.

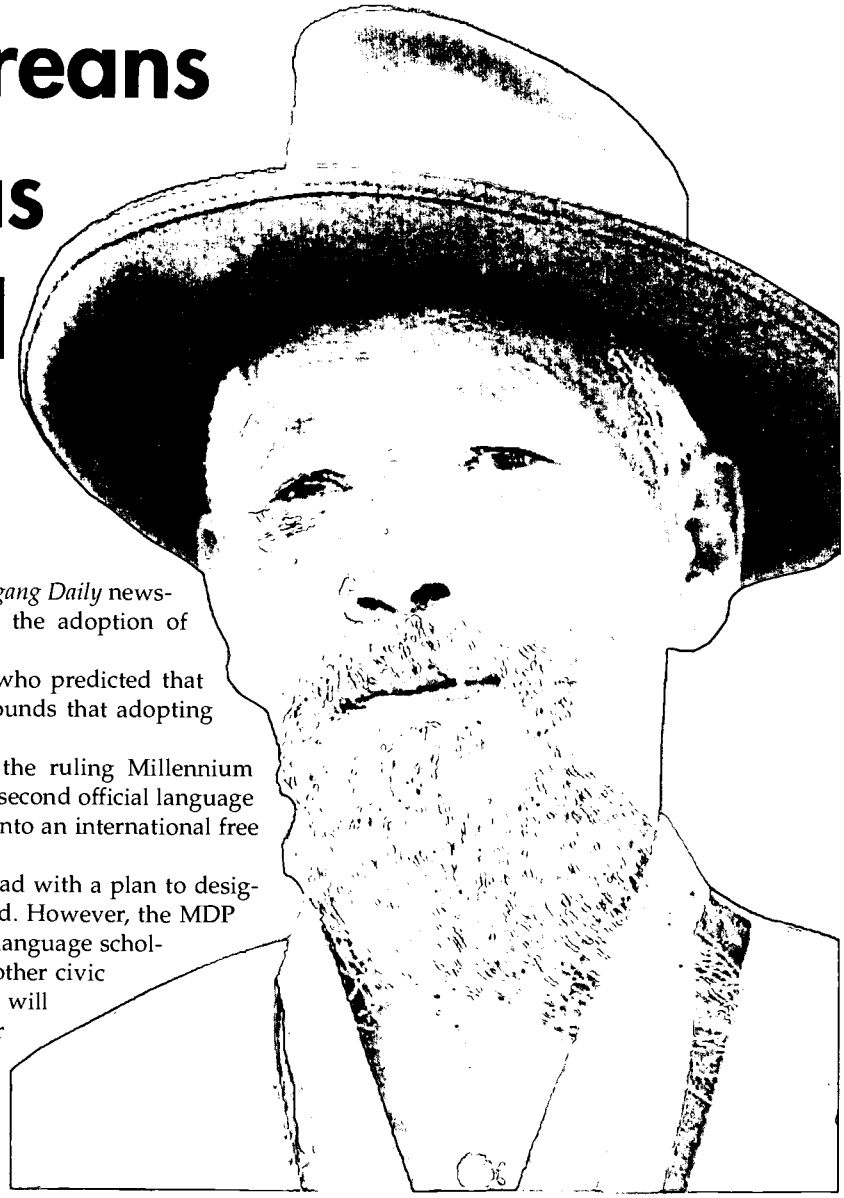
Lawmakers said this week they want to produce a bill as quickly as possible, in spite of the attacks on New York and Washington.

"There are still some tough issues which the conference committee has yet to work out, including funding and accountability measures, but I'm convinced that we'll have a strong bipartisan compromise in the end that the President can sign," said Sen. Edward Kennedy, D-Mass.

Last week's attacks came minutes before Laura Bush was to have testified to Congress about the importance of early reading skills for children, during what was to have been a week of White House events focused on reading. President Bush was reading to children in a Florida school when he learned of the attacks.

Lawmakers said it is too early to tell whether the $40 billion Congress approved for emergency help, recovery and intelligence in the wake of the attacks will shrink the education bill substantially. ■

Majority of Koreans Want English as Second Official Language



ACCCORDING TO a recent survey conducted by the *Joongang Daily* newspaper, more than 83 percent of South Koreans support the adoption of English as the country's second official language.

The results of the survey have surprised observers who predicted that most Koreans would be opposed to the policy on the grounds that adopting another language could weaken Korea's national identity.

The results of the survey will be encouraging to the ruling Millennium Democratic Party (MDP), which is promoting English as a second official language on Jeju Island as part of its broader plan to turn the area into an international free trade city similar to Hong Kong.

In June, the MDP had hinted that it was pushing ahead with a plan to designate English as the official language of the southern island. However, the MDP backed down in the face of strong criticism from Korean language scholars, as well as the Ministry of Culture and Tourism and other civic groups. Opponents argue that a second official language will discourage the use of Korean, which has been preserved for thousands of years, and will keep people estranged from their culture and traditions. The MDP recently suggested that Jeju Island introduce English on a gradual basis, starting with administrative documents involving foreign investors. ■

South Korea In University Push

THE SOUTH KOREAN government has announced a package of measures aimed at making its universities more attractive to foreign students—especially those from English-speaking countries.

The measures include easing entry and job regulations for foreign students so that they can work up to 10 hours a week in paid jobs. The government is also moving to expand classes conducted in English at Korean universities. From 2003 to 2006, the government plans to provide $2.3 million annually to colleges for setting up courses taught in English for foreign students. The money will also be used to support the construction of dormitories for foreign students, and to help the students learn the Korean language.

"As many as 150,000 Korean students go abroad to study every year, but there were only 6,160 foreign students in the country last year," said an official of the Ministry of Education and Human Resources. The ministry wants to double the number [illegible]00. ■

Tar Heel State Facing English Proficiency Challenge

NORTH CAROLINA has the highest percentage of non-English speakers who cannot speak English "well or at all."

According to a recent survey by the U.S. Census Bureau, more than 29 percent of state residents aged five and older speak a language other than English at home.

That figure is nearly twice as high as a decade ago. Nebraska, Georgia, Iowa, Oregon, California, South Carolina, Texas, Alabama and Arizona also have rates of 25 percent or higher.

In North Carolina, Spanish speakers have the toughest time communicating, followed by Asians and Pacific Islanders. Older people of all origins have the most trouble, but it's not easy for young people, either. Nearly one of every four Spanish speakers between five and 17 struggles with English. ■

Beijing Needs Language Teachers

BEIJING's successful bid to host the 2008 Olympic Games has encouraged both the government and inhabitants of the city to learn English. But the capital finds it lacks native English speakers to teach the language training courses. The market for teaching English is set to grow steadily over the next seven years, according to latest issue of *Beijing Today*.

In fact, the English training market of the capital has been booming over the past decade as young Chinese seek better jobs and opportunities to study abroad.

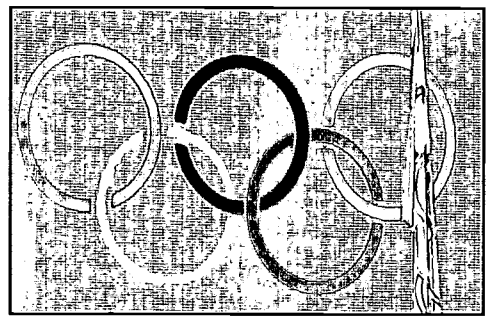
After winning the 2008 Olympic bid, the municipal government placed an order requiring its governmental officials to study English, and recommended that citizens should learn some English for communication with visitors.

According to the order, municipal officials must take an extensive three-month training course. Each official will receive a certificate when he or she passes the examination.

Meanwhile, millions of leaflets containing everyday English have been sent to service sectors in the city like taxi companies, hotels, department stores and shopping centers, as well as companies and entities of various industries. All employees of these sectors and industries are also asked to learn English for communication with foreigners in the city.

All the above measures indicate a potentially huge language training industry in the making. But the city lacks foreign language teachers both in quality and quantity. Foreigners, native English speakers in particular, will be in high demand.

Currently in China, the recruitment of overseas teachers is regulated by a number of restrictions and procedures. There are only 185 institutions in Beijing certified to recruit foreigners, of which 122 are under the control of the municipality and the rest



are controlled by the central government. According to the statistics from the central and local governments, there are only 1,000 or so foreign experts working in schools, educational training centers, media, medical and health care organizations and sports researching institutions. But, in fact, more overseas teachers are working illegally. The local government is encouraging both recruiters and employees to undertake the necessary procedures in order to legalize their status.

It is believed that even if the current foreigners legalize their status, the city will still lack vast numbers of foreign teachers in government owned schools and universities, as well as privately owned language centers.

China to Introduce More English Textbooks

CHINA will accelerate the pace of introducing English teaching materials into primary and middle schools.

English teaching materials have already been introduced in institutions of higher learning.

Professor Shi Zhikang of Shanghai International Studies University said that China's college English teaching is faced with conflicts between practicability and simplicity featured in Internet language and the pursuance of elegance of written English.

He also said that another measure taken by educational departments on English teaching reform is to provide more opportunities for graduate students to conduct advanced English studies.

China to Start English Teaching in Primary Schooling

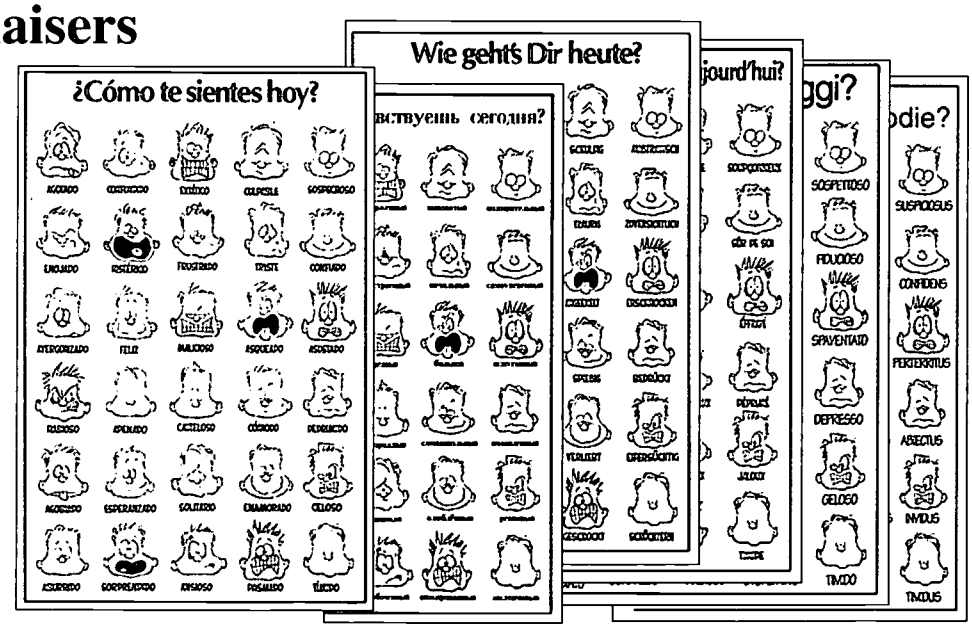
PRIMARY schools in China will introduce English language lessons in the fall. This move is aimed to foster interest in learning English from an early age.

Lessons will involve language practice, listening, speaking, acting, singing, playing and performing abilities. At this point, according to the Ministry of Education, no plans are being made to test children in English language skills. ■

Visual Aids/Fund Raisers

Posters in 7 languages
T-shirts in 15 languages
Magnets
Stickers
Rubber Stamps

To order or for more information
contact Nicole at
AIMS International Books
7709 Hamilton Ave
Cincinnati, OH 45231
TEL(800)733-2067
FAX(513)521-5592
email: aimsbooks@fuse.net
www.aimsbooks.com

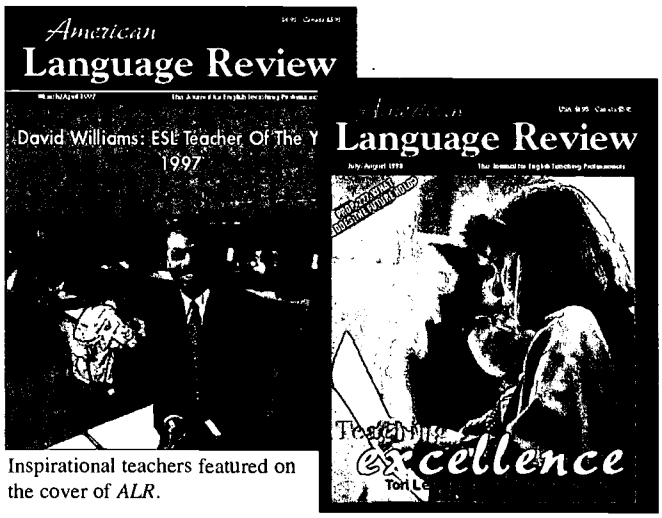


ERIC COPY AVAILABLE

ANNOUNCING THE

Language Teacher of the Year Award





Inspirational teachers featured on the cover of *ALR*.

To celebrate five years of *American Language Review* and the launch of *Language*, we are proud to inaugurate the annual *Language* Teacher of the Year Award.

The *Language* Teacher of the Year Honoree will be announced in June 2002 and featured on the cover of that issue. The Honoree will be chosen by a panel (to be announced) of respected language educators.

The *Language* Teacher of the Year will be flown to London, England for a week's holiday! Based in a superb Georgian period Bed & Breakfast mansion in central London, the Honoree will visit many historic and language-related sites including:

- Shakespeare's home in Stratford-upon-Avon
- The English-Speaking Union in London's historic Mayfair district
- Hampstead, hilltop home for many of London's literati including Keats, Kingsley Amis and D. H. Lawrence
- Oxford, featured in novels from "Jude the Obscure" to "Inspector Morse"

How to Nominate a Teacher for the Language Magazine Teacher of the Year Award

If you would like to nominate a teacher for the *Language* Teacher of the Year Award, please follow these instructions:

1. Write out your nomination (500-1000 words) explaining why your nominee should be considered as the *Language* Teacher of the Year. Be sure to include evidence of the contribution he/she has made to language learning with examples of how the teacher nominee has affected learners' lives. Also, make sure that you include the nominee's full name and the institution he/she is associated with. Remember that nominees can be teachers of any language, not just English.
2. Nominations should be sent to the Editor of *Language* via email (preferred) at editor@languagemagazine.com. Nominations can be attached as Word Documents or pasted into the body of a message. Please include a photograph. Nominations can also be faxed to +1 (818) 763-8529. Nominations can be mailed to: The Editor, *Language Magazine*, 11271 Ventura Blvd., Ste., 513, Studio City, CA 91604.
3. Each month, *Language* will feature a roundup of some of the nominations we have received. Just because your nomination has not been featured does not mean they are not under consideration.
4. Nominations must be received at Language Magazine offices on or before March 31, 2002. Nominations received after this date cannot be considered.

RULES AND CONDITIONS: The *Language* Teacher of the Year Award is open to all schools in the USA and Puerto Rico teaching English and / or other languages to students in grades K-12 and / or to adult learners of English and / or other languages.

Employees and family members of Language Media, LLC and persons involved in this promotion and their families shall not be eligible to be nominated in the competition.

The ten finalists will be those language teachers nominated who have shown through their entries that they have made the greatest difference to the linguistic abilities of their students. The judges' decision will be final.

Entries must be received by the closing date for entries – March 31, 2002.

An "entry" is a completed, signed entry form.

Competition website can be used to download entry forms.

Entries cannot be returned.

Nominated language teachers and their entries may be used by Language in pre and post-publicity relating to the competition. They and their entries could be featured in Language, the competition website, in interviews and photographs or other media.

Prizes are non-exchangeable and non-transferable. No cash alternative will be given.

This full set of the rules can be sent on written request.

Copyright in any original work will remain with the owner.

Language will notify the 10 finalists of their selection by phone and email immediately following the judging. The overall winner will subsequently be notified by Language prior to the public announcement which will be published in *Language* in the June 2002 issue.

The *Language* Teacher of the Year will be invited to a prize-giving ceremony in London following the announcement of the overall winner. The competition organizers will pay for round trip coach air transportation between major ("gateway") U.S. airport nearest the winner's residence and London and for 7-consecutive-night bed-and-breakfast accommodation.

Following the announcement of the overall winner, all teachers that were finalists will be sent a certificate of merit.

The Award is open only to teachers employed in the USA and Puerto Rico between September 1 2001 and May 31, 2002.



Breaking the Language Barrier

In the movie *Pay It Forward*, a student Trevor (Haley Joel Osment), is challenged by his teacher (Kevin Spacey), to do a good deed for three people starting a chain reaction of goodwill that transforms the world, one person at a time. Two U.S.-based organizations envisage a similar way of changing the world by attempting to overcome barriers of language, culture, and religion. Both organizations are headed by descendants of two U.S. Presidents: Mary Jean Eisenhower (People-to-People International) and Chip Carter (Friendship Force International). For Eisenhower and Carter, peace and language are interwoven themes, as **Steven Donahue** discovered when he interviewed them both for *Language*.

President Dwight D. Eisenhower created People-to-People International (PTPI) in 1956 to heal the world after World War II and to prevent future wars. Even during the darkest days of the Cold War, Eisenhower sent a group of U.S. businessmen "citizen-ambassadors" to the Soviet Union as, he termed it, an "antidote to isolation."

Forty-five years after the founding of Eisenhower's program, the work continues through Mary Jean Eisenhower, his granddaughter who was baptized in the Blue Room of the White House. As People-to-People CEO, Mary Jean says that the organization pursues peace, "one citizen, one handshake, one hug at a time." Mary Jean, quoting her grandfather, says that "If the people get together, so eventually will nations."

There are more than 200 People-to-

continued p.16

from p.15

People chapters throughout the United States, Europe and Asia. Chapters create working relationships, sometimes "twinning" with another chapter, to promote student and teacher exchanges, relief assistance, arts programs, professional training and internships, and other initiatives. The program advances a parallel mission of Sister Cities and Friendship Force International: to advance tolerance and world peace.

Former leaders of the People to People program include William Faulkner, Jesse Owens, Norman Rockwell, Walter Cronkite, Arnold Palmer, Walter Annenberg, Joan Crawford, Bob Hope and Walt Disney. The organization confers the prestigious Eisenhower Medallion on individuals who have made a significant contribution to humankind. Recipients have included South African Archbishop, Desmond Tutu, Mother Teresa of Calcutta, and posthumous awards to Egyptian President Anwar Sadat and Israeli Prime Minister Yitzhak Rabin.







Friendship in Russia (above) spreads the word of peace and (inset top) Mary Jean Eisenhower and (inset below) Chip Carter.

"Even students from countries technically locked in enmity are enthusiastic about the People to People language camps."

Language Camps and Peace

People to People offers a set of language camps in Central and Eastern Europe for teenagers. The camps are open to participants from different countries and promote the exchange of cultures with English as the common language. Since the summer of 1994, PTPI's language partner, Bridges for Education, has organized volunteers to teach conversational English in Eastern and Central Europe. To date, BFE has organized 55 camps sending approximately 650 teachers to eight countries serving about 6,000 students from 26 countries, including Albania and Mongolia.

Even students from countries technically locked in enmity are enthusiastic about the People to People language camps. A language student from Kosovo says that "At the same time I learned English, I made wonderful friends. Besides English I learned Polish too. The teachers were great." David Losonc, a student from Serbia reported, "We were choosing free activities every day and very often those were debates where we discussed rights and freedoms."

The program has continued to expand, sponsoring over 18,000 exchanges annually through its youth programs alone. During the Kosovo crisis, a Home State program opened up a haven for Albanian refugees. Working with Chip Carter's Atlanta-based Friendship Force, PTPI is becoming active in Cuba. Second language projects are also planned with Costa Rica, based on a profession-to-profession matching.

May the Friendship Force Be With You!

Friendship Force International (FFI), a nonprofit international cultural exchange organization based in Atlanta, was founded in 1977 by President Jimmy Carter with a single mission: to create an environment in which personal friendships are established across the barriers that separate people. It is active in more than 60 countries, promoting friendship and goodwill through an extensive program of homestay exchanges. James E. "Chip" Carter, III, now serves as its president with former First Lady, Rosalyn Carter, on the Board of Directors.

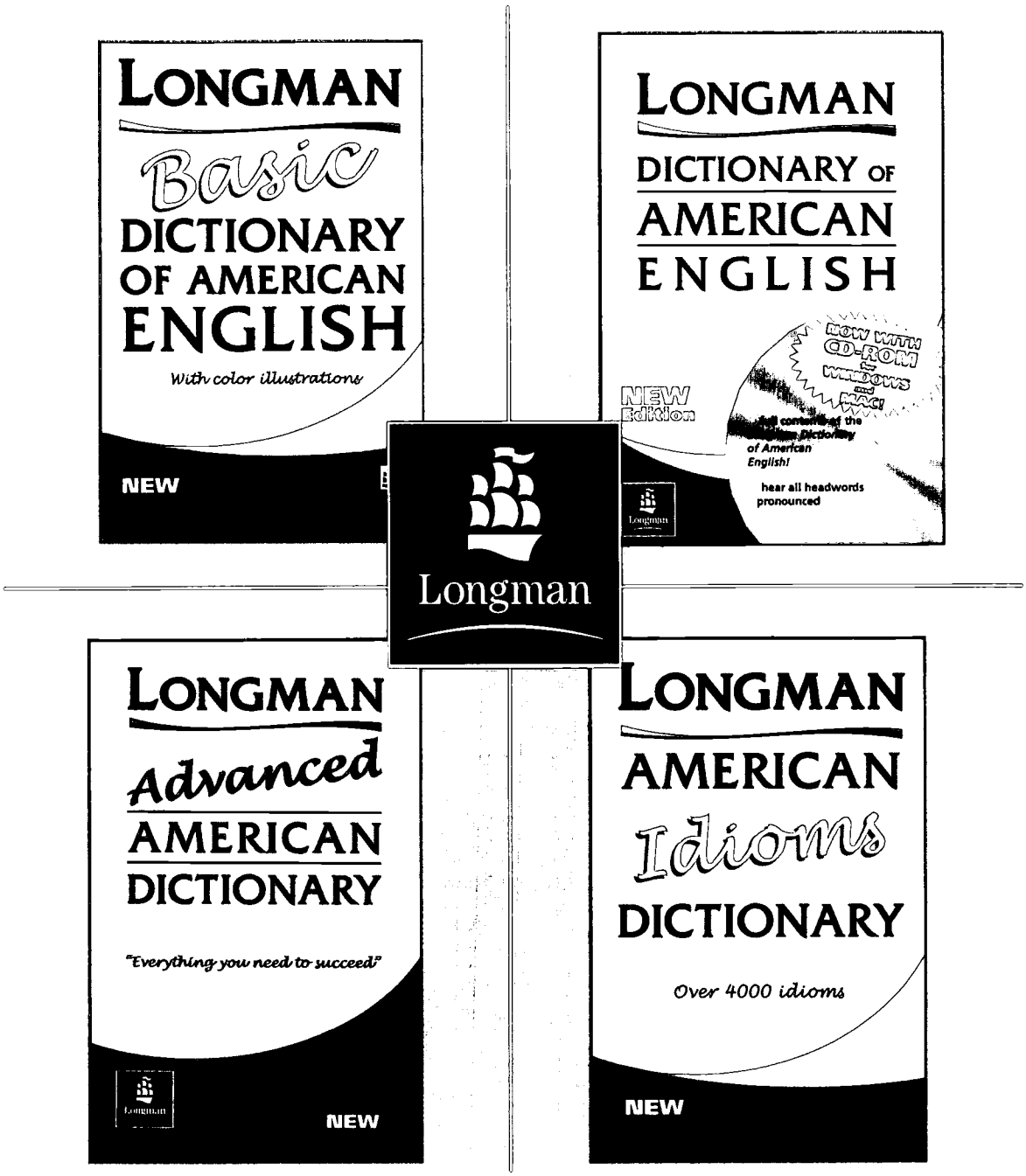
Friendship Force specializes in short term group home-stay programs and an expanding range of related programs. Since 1977, the Force has sponsored a half-million volunteer ambassadors and hosts through 3,300 exchanges and 356 worldwide clubs, touching the lives of more than two million people. FFI's celebrity roster includes notables such as Muhammad Ali, Ted Turner, Andy Young, Eduard Shevardnadze, and Kirk Douglas.

In the aftermath of the terrorist attacks on the United States, Chip Carter said, "Our presence in the world needs to be enhanced, new clubs in new destinations need to be added, and new seeds of friendship have to be planted across the globe."

Peace Begins at the Breakfast Table

Friendship Force has concentrated on some of the troubled parts of the globe not visited by tourists including Ghana, Vietnam, and

continued p.18



Think Longman ESL

Life is full of choices, and we're here to help you make the best one for your students. Longman provides exceptional educational materials for ESL students from imprints you already know and trust like *Scott Foresman, Prentice Hall Regents and Penguin.*

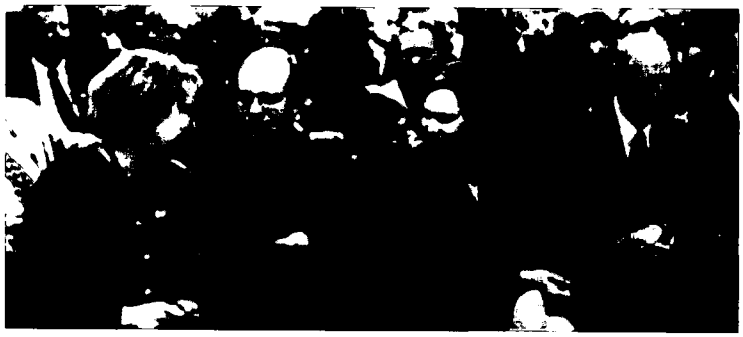
So when you think about purchasing ESL educational products—think Longman ESL.

VISIT OUR WEBSITE OR CALL: www.longman.com ○ 1-800-375-2375

Longman ○ Scott Foresman ○ Prentice Hall Regents ○ Penguin

Longman

315



Mary Jean Eisenhower, (from left) David Eisenhower, and Julie Nixon Eisenhower and (left) the stars of *Pay It Forward*.



from p.16

Cuba. The term "pariah nation" disappears on a one-to-one basis, says Carter, when "you put your feet under the breakfast table and talk about grandkids." He explains that the FFI slogan "Faces, Not Places" means "your destination is always of secondary importance because you can make new friends anywhere on the Friendship Force map."

Last year, Chip led a Friendship Force exchange to the Middle East. He says, "We are the only organization promoting 'balanced homestays' with our groups spending equal time in Israel and the Palestinian Authority." In pursuit of religious understanding, he explains that "Friendship Force seeks to put Baptist ministers in Muslim homes and vice versa." Chip notes that FFI's focus on the Muslim world includes nations that are not Arab such as Nigeria.

> "The term 'pariah nation' disappears on a one-to-one basis, says Carter, when 'you put your feet under the breakfast table and talk about grandkids.'"

Language of Friendship

During his 25 trips abroad, Chip has learned that "language can be a tough barrier to friendship." This year, Jim Tolbert, the exchange director for Friendship Force in Oregon's Willamette Valley, conducted a language teaching and learning tour of Russia. The 28 ambassadors on this exchange worked with more than 40 teachers. On average, five classes per teacher with 15 students per class were visited, so that about 3,000 students received direct English instruction. Tolbert notes "to have a native English-speaking person in the classroom for an extended period was a treat that provided incentive for the students to work harder to be able to converse with the visitors." Tolbert is planning three more ESL learning trips to Russia over the coming year.

Working with Friendship Force, North Atlantic High School in Atlanta administers one of the few Arabic language programs in the United States. FFI sponsored a successful exchange of American students to Jordan, and Jordanian students also visited Atlanta. Noting Georgia's emerging international role, Chip proudly says, "We brought dozens of African teachers to Atlanta and are seeking leave time for American teachers to go there on a reciprocal basis." Chip wants to springboard the language and learning possibilities in the future. "We want to send Ghanaians to Germany and Germans to Ghana," he says.

Matchmaking Capabilities

The FFI Bridgebuilders program uses the basic homestay format and links professional counterparts in such vital areas as medicine, agriculture, banking, law, and education. Chip explains that the matchmaking capabilities of his organization are so accurate that "we can arrange homestays between people whose passion is needlepoint, bowling, ballroom dancing, or who are 'polar bears' (people who like to jump into cold bodies of water in the middle of winter)."

When asked about the future of Friendship Force International Chip he talks of bringing a soothing note of friendship to hot spots such as North Korea.

He says, "We don't even know if they have a hotel there. But with homestays, we might not need one." ■

Further Information

People-to-People International Worldwide Conferences are held every two years, and serve as the capstone of People to People's biennial activities. The 15th Worldwide Conference is scheduled for October 9 - 12, 2002, in Kansas City, Missouri. Contact http://www.ptpi.org

Friendship Force International Conferences bring together Friendship Force family of volunteer leaders from around the world. This year, the 25th Annual Conference will be held in Bangkok, Thailand November 1-4. Contact: http://www.friendshipforce.org



Asian Experience

Asian culture presents a particular challenge to teachers of English, whether teaching in an English-speaking country or while traveling overseas. Here, Jayne and Gary Jennings share their experiences of teaching in Asia.

While teaching in Taiwan, Korea, Thailand and the Philippines, we discovered certain common features of Asian language and culture that can prove challenging to teachers of English. We hope that by sharing what we learned through our experiences in Asia, and through continued experience as ESL teachsian students in Canada, we can help other teachers to both recognize and overcome these obstacles.

We have yet to encounter any culture in which students are so adamant that all classes be conversational in nature, yet so reluctant to speak out in class. One reason for this reluctance is that Asian students come from an educational culture that stresses perfection. Therefore, they are very reluctant to make errors for fear of loss of face ("face" is a complicated Asian custom that for our purposes deals with looking foolish, or the fear of seeming to lose control). Another reason is that many Asian cultures still allow corporeal punishment in the class; in fact, at a school we worked at in Korea the teachers carried around a stick about 15 inches long that they used on misbehaving or poorly-performing students. This combination can certainly explain a reluctance for students to open their mouths and make mistakes. The result of this is that Asian students are typically cautious by nature and need to feel comfortable before they will speak. They take time to warm up to a teacher before they will risk losing face by making repeated errors. A teacher must find ways to make these students feel comfortable making errors.

Teachers may be more surprised at the

continued p.20

ERIC

from p.18

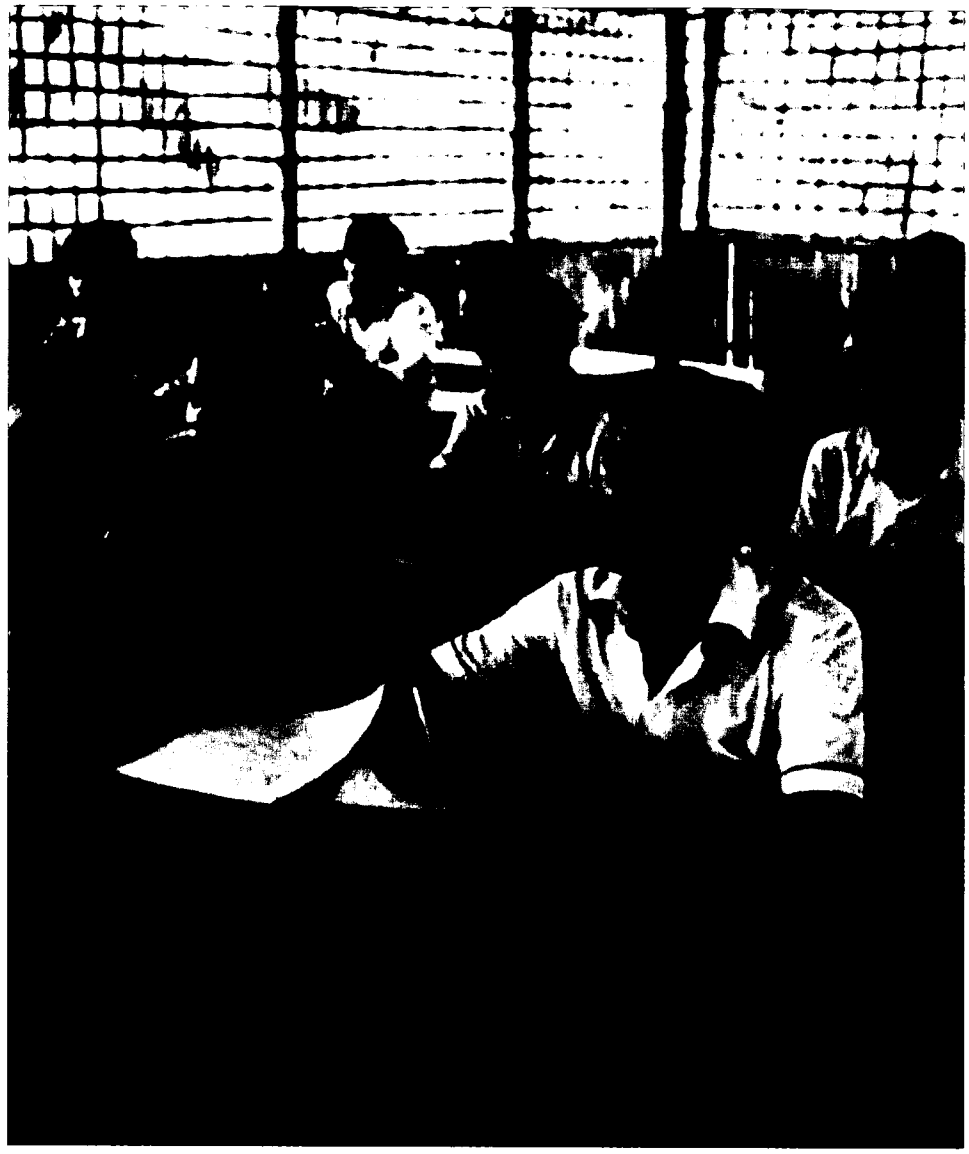
errors Asian students don't make. English grammar is taught very early on in school—except in China, which is just starting this practice—and thus they know it better than many native speakers. Unfortunately, they have difficulty applying our grammar to real-world use. We were also surprised to discover that a fair number of Asian students could read from an English text; many flawlessly. However, directors were quick to demonstrate that while the students could read, they didn't grasp the meaning of the text. Because Asian schooling so often stresses memorization, a practice that helps explain such phenomenon, teaching students to focus on meaning and inference is especially important.

"Students studying in English countries have the advantage of multi-lingual classrooms and immersion in English culture, an advantage that is unavailable to most Asians in their home countries."

Unlike European languages, Asian languages share very little in common with our alphabet, sentence structure, or vocalizations. Thus for students to speak they are often doing mental word order contortions on top of translating things, which is why many find listening and speaking so perplexing. (Because Asian languages have no basis in Latin, as do many European languages, we find it helps to teach students common prefixes and suffixes. This should help them both with their vocabulary and pronunciation.)

Listening exercises are an excellent start to creating an atmosphere where students can be comfortable conversing in English. Students studying in English countries have the advantage of multi-lingual classrooms and immersion in English culture, an advantage that is unavailable to most Asians in their home countries. Therefore, the latter group find listening exercises especially useful in mastering contractions, reductions, and verb tense usage, as well as comprehension. Try to make the listening exercises interactive. Have students guess dialogue, or make assumptions, of possible conversa-

continued p.22



Sense and Sensitivity

Jin Sook Lee discusses communication difficulties with Korean students.

ESL teachers are constantly faced with the challenge of figuring out what triggers certain linguistic behavior among their students. When dealing with communication styles, learners are likely to transfer their speech mannerisms from their native language or formulate their own assumptions of appropriate target language use, which are often misconceptions. In order to help students raise awareness of their language use and understand the differences in communication styles between their native and target culture, teachers need to understand the culture and belief systems that their students bring to class. However, it is always easier to prescribe cultural understanding than it is to describe what that understanding should be. At the risk of making overgeneralizations, in this article I would like to offer teachers explanations of a few cultural differences that can account for why Korean students have difficulty expressing themselves in ways that native speakers do and why Korean students prefer certain communication styles.

A few years ago, a friend of mine taught English to a group of Korean lawyers and

continued p.22

UNIVERSITY OF CALIFORNIA, IRVINE

English & Certificate Programs for Internationals

Offered In Accelerated Format

Live, Learn, and Enjoy on the Southern California Coast!







POST-GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

- ☐ *PREPARE for or enhance your career as an English teacher.*
- ☐ *DEVELOP the skills you need to succeed in further post-graduate studies in TEFL and related fields.*
- ☐ *LEARN the latest methodologies from distinguished teacher-trainers.*
- ☐ *ATTEND local and/or regional professional conferences to explore the most recent trends and developments.*
- ☐ *VISIT American schools to observe teaching styles.*
- ☐ *PRACTICE your teaching skills in a classroom setting.*
- ☐ *PARTICIPATE in educational and social activities with local teachers and students.*

PROGRAM DATES:

Winter/Spring 2002	Jan. 4–June 13
Summer/Fall 2002	June 14–Dec. 12

For more information, please contact:

Angelika Volkman, Director
UC Irvine, Extension
English & Certificate Programs for Internationals
P.O. Box 6050
Dept. ALR
Irvine, CA 92616-6050 U.S.A.

Tel: (949) 824-5991
Fax: (949) 824-8065
E-mail: uciesl@uci.edu

Visit our Web site at:
http://www.unex.uci.edu/esl

UC Irvine Extension

319

SP01-924CF

Teaching in Asia: Online Resources

For more information, get a copy of ***Careers in English Language Teaching*** obtainable at www.languagemagazine.com

JET Program (Japan)
The Japanese Exchange and Teaching Program sends 6,000 U.S. teachers to Japan annually. $30k per year. Apply early December for following summer. www.jet.org

EPIK Program (S. Korea)
The English Program in Korea (EPIK) sends 500 U.S. teachers to Korea annually. $1200-1500 per month. http://epik.knue.ac.kr/

Hess Educational Organization (Taiwan)
One of the biggest chains of private language schools on the island. Applications accepted anytime, hiring quarterly. $1200-$2400 per month. http://www.hess.com.tw/

Ajarn (Thailand)
A website run by an EFL teacher with information about working in Thailand with jobs available. $250-$1200 per month depending on qualifications, experience and location. www.ajarn.com

GoalAsia (General)
Teach conversational English in Asia. www.goalasia.com

Princeton in Asia (General)
Supports 65 teachers a year on low local salaries. www.princeton.edu/



from p.20

tion gambits they are likely to hear on the tape. This means a teacher must set up a listening exercise well and pre-teach the conversation so that all students have a chance to participate. Do not get bogged down in endless lectures on grammar. When you do teach it, always keep it in context and communicative rather than lecture-oriented.

Pronunciation is easily one of the most frustrating areas of English for non-native speakers to master. To help students a teacher should be prepared to use the International Phonetic Alphabet when teaching pronunciation. Often times the students will have already learnt the chart; however, it's doubtful they will have perfected the sounds each symbol represents. We've found that by demonstrating actual tongue and lip placement students can more easily formulate correct pronunciation. Diagrams of how the tongue moves from front to middle to back position in the mouth, along with corresponding diagrams showing the rounding of the lips from flat to round as one progresses through the vowel sounds work particularly well. Ordering your teaching of sounds around the shape and positioning of the mouth and tongue can greatly aid students to memorize the entire spectrum.

It's a very good idea to start by teaching all the English vowel sounds. Also, be sure to differentiate between certain sounds which are not common to Asian languages, and therefore can prove especially difficult for your students. These sounds include our letters 'g' and 'k,' which are often represented by the same letter in Asian languages, as well as 'b,' 'f,' 'p,' and 'v.' The correct pronunciation of 'j' and 'ch' sounds should also be differentiated. In-class practice and homework assignments requiring submission of tapes can help students' progress.

Encouraging dialogue is where most teachers hit the wall. Your students often have limited vocabulary and are reluctant to use even what they do know. You may need to model conversations and allow the students to simply practice these models with each other. In time they should learn when they can replace vocabulary and make new structures that are correct. We found that

from p.20

and during the first class, as they were going around the class introducing themselves, a male student suddenly turned to her and asked, "Are you a virgin?" She gasped in horror, shocked that he would have the impudence to ask such a personal question. Then she quickly realized that what he really wanted to know was whether she was married and mistakenly used the literal translation for *chuh-nyuh*, a Korean word also used to refer to a single female. When she explained the difference to him, he was so embarrassed that he didn't come to the next class. Although this is an extreme example, native speakers are often caught by surprise with personal questions like "how old are you?" or "are you married?" For Koreans, asking such personal background questions is an accepted social convention that requires them to assess their placement in relation to other speakers on an hierarchical social order, which is generally determined by age, the year that you entered college, or rank in an organization. This is essential information because it governs the level of the honorific system that is used with one another. Furthermore, Koreans place great significance in finding out whether they share common properties that can connect them to a particular group (e.g., family, friends, school, occupation, religious affiliation, etc.). That is why one of the first things Koreans do upon meeting someone is to ask background questions in order to determine their relation to the other speaker. Because what is so natural to a Korean may come off as being nosy and rude to an American native speaker, it is always a good idea to go over appropriate topics to talk about in American culture with students.

Based on the traditional teachings of Confucianism, Koreans also emphasize maintaining harmony, social structure, and face within their groups. Therefore, they are likely to avoid bold and openly confrontational expressions and prefer passive accommodating styles when communicating with in-group members. However, on the other hand, Koreans tend to be indifferent toward people that are not within their group and so they may have no inhibitions about using direct and aggressive speech strategies to people they don't know. Through my research on speech act performance, I found that in general Korean students have more difficulty performing speech acts that entail negative evaluations such as complaints and refusals, especially to in-group members, than those that involve positive evaluations such as compliments and expressions of gratitude. The findings also showed that Korean learners were more likely to be emotional in their speech and place greater emphasis on the expression of feelings, whereas American native speakers were likely to state their reasoning behind their ideas and be more concerned with persuading and influencing the



group work meets this end better than pair work, as they seem to open up more.

We remember being with a friend in Korea when the Tom Hanks movie *Castaway* was playing; he actually knew the Korean word for castaway - something that struck us as quite strange. Why would anyone need to learn this word? It seemed improbable that it came up daily in conversations with Koreans. When we questioned our friend about why he would learn this word, yet constantly confuse simple Korean verbs, he mentioned he had read it in a Korean book. Ever since, we have been firm believers in assigning readings as a tool for building vocabulary. Use reading drills as a great opportunity to teach new words. Discussion of reading material is a fail-safe way to ensure that students have learnt the language component and are able to use it correctly. We try to use somewhat controversial (interesting) material, while being sensitive to the strong cultural differences between the West and Asia. Building vocabulary is important, but be sure to stress that the students needn't understand every word in the text if you want to encourage them to keep reading.

Any chance to wake up the class and have fun is a great way to reduce the stress of learning. We found games that focus on the current language structure being taught are a great resource. These offer a chance for Asian students to get caught up in the competition of the game and forget their embarrassment at speaking up and making errors. We recommend that every teacher have access to a supply of ESL game books.

Most Asian students will be curious about English culture. Thus a teacher must be prepared to answer questions on customs, sexual relationships, family, and work life. We always tried to address such questions openly, pointing out that our opinions are just that, no one else's.

We should point out that Asian cultures can at times be rather ethnocentric and may even appear slightly racist. You can address these issues without insulting anyone if you are prepared for these occurrences. As well, sexism, and insulting someone's looks or weight, is a rather more common practice then we would have liked to see. Things are changing, but slowly in most of these countries. Try to handle such remarks sensitively to avoid alienating students.

Asian students are under a great deal of pressure to learn English; to get into higher education in the west, to secure high paying or desirable jobs in their home countries, or to avoid the embarrassment of failing school. On top of this they are often paying vast amounts of money to learn English. They face the language everyday and know that they must succeed at it or face an uncertain future. Try to keep this thought in mind when frustration begins to set in.

An ESL teacher of Asian students will encounter a unique set of learning hurdles. To be an effective instructor one must understand the culture and learning styles, as well as the common errors made by this group. Still, the most important facets to bear in mind when teaching Asian students is to maintain an open mind, be friendly, have a sense of humor and show respect for their culture, while sharing your world and culture with them. If you do this you may soon find that they are appreciative of your efforts and enthusiastic about mastering the English language.

In the meantime, you'll discover that your students aren't the only ones who are learning about a different culture. ■

Jayne and Gary Jennings have written several books about teaching in Asia.

"Based on the traditional teachings of Confucianism, Koreans also emphasize maintaining harmony, social structure, and face within their groups. Therefore, they are likely to avoid bold and openly confrontational expressions."

listener. For example, in complaining to a waiter about slow service, Korean learners tended to express their anger by demanding to speak to the manager or commenting on how hungry they were, while American native speakers tended to explain to the waiter how long they've been waiting, to make them understand why they were upset or ask what the reason was behind the slow service. In addition, Korean learners and native speakers differed significantly in the amount of explicit information that was given in their responses. Besides proficiency constraints, I believe that Korean learners provided less explicit information, because they were so used to their native communication style that requires hearers to interpret messages based on contextual cues and previously shared information. Since Koreans rely so much on their sense or perceptiveness, also known as *nunchi*, it is generally unnecessary for speakers to spell everything out for communication to take place. However, as ESL learners, the lack of explicit speech behavior can transfer into their second language attempts and create communication gaps with native speakers who expect more explicit information in messages.

Although not all communication style differences lead to miscommunication with native speakers, it is important to make sure that learners are aware of the differences that can initiate miscommunication. Because communication styles are a reflection of one's culture, belief system and personality, as long as learners are able to communicate their intentions, they may not want to alter their style of speech completely. As language educators, our job is not to implant the ways of native speakers in the learners, but to inform learners of their pragmatic choices and consequences. In other words, learners must be given the knowledge to make an informed choice, which allows them the freedom to follow or flout pragmatic conventions and the freedom to express their own values and beliefs. ■

Jin Sook Lee teaches ESL in Connecticut.

ERIC Full Text Provided by ERIC

Xenoglossy: Whe



Xenoglossy is the suppose unlearned language. Chri

Imagine being able to speak a language that you learned in a former life. Perhaps, like Cleopatra, you could converse in *koine*, the form of the Greek language common throughout the lands conquered by Alexander the Great. Or you might be fluent in Mam or even Marathi, depending on who your previous incarnation was and the language he or she spoke.

The French physiologist, Charles Richet, coined the term xenoglossy around the turn of the 20th century from the Greek xeno ("strange, foreign") and the Latin glossa ("tongue"). The phenomenon is reported in cases of past-life recall and in other states of altered consciousness included trance, hypnotism and delirium.

One of the earliest recorded cases of xenoglossy occurred in 1862 when Prince Galitzin, a mesmerist, hypnotized an uneducated German woman who knew no French in her waking state. During her trance, she spoke in fluent French of a life in 18th century France. In a more recent case, two-year-old twin sons of a prominent New York physician repeatedly spoke a foreign language that the parents had never heard. The parents took the boys to the linguistics department of Columbia University, where a professor of ancient languages identified their "baby talk" as Aramaic. According to Dr. Brian Weiss, "Aramaic is a virtually extinct language, now spoken only in a remote area of Syria. This ancient Semitic language was primarily spoken in the environs of Palestine, around the time of Christ. You cannot pluck such an ancient tongue from late-night cable television, even in New York."

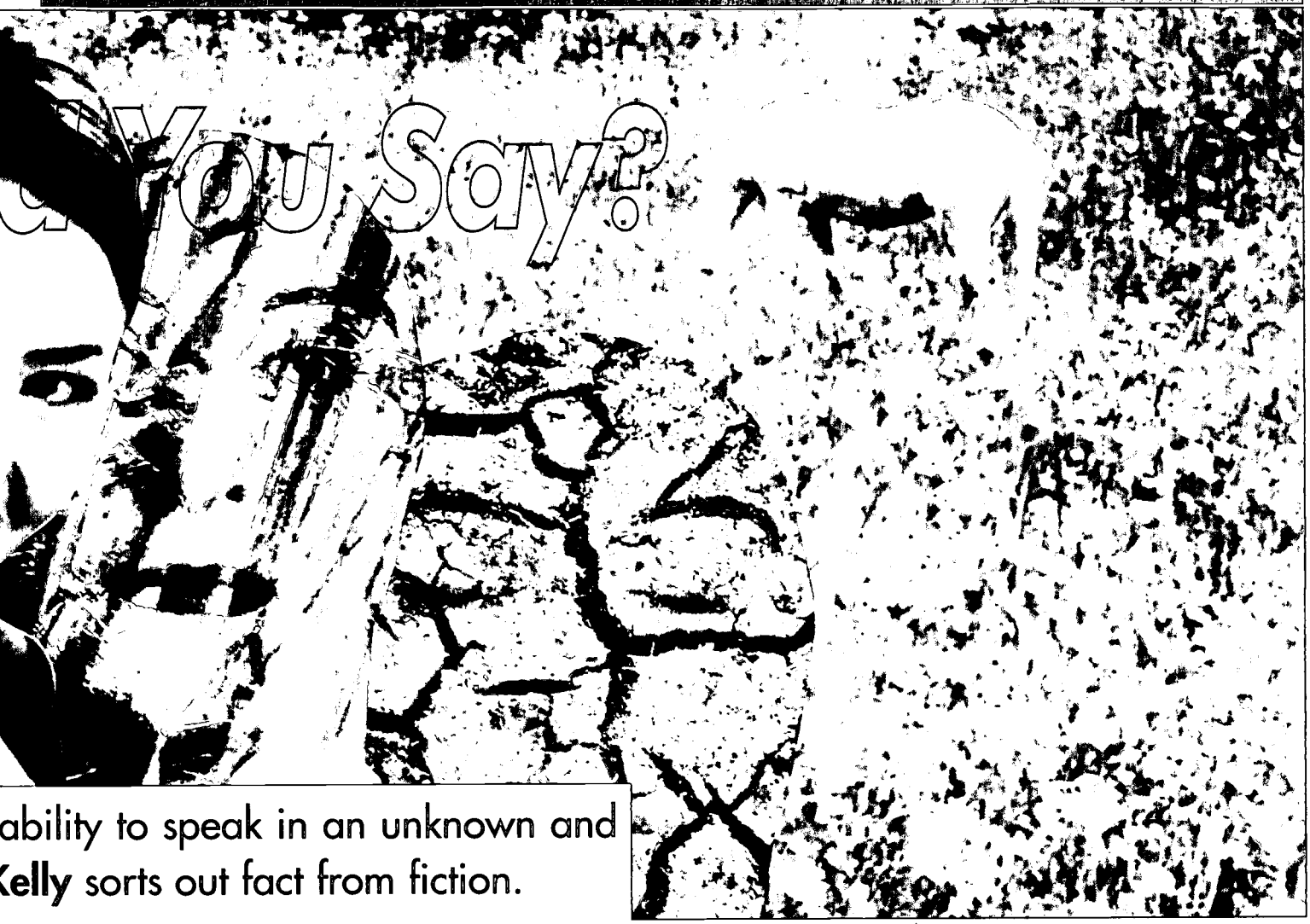
Two distinct types of xenoglossy are recognized: recitative and responsive. In the former, people recite words or phrases of a language foreign to them without comprehension of what they are saying. It has been suggested that subjects of recitative xenoglossy knew another language in a past life but are only able to recite without comprehension of the language in the present. In one case, parents heard their six-year-old daughter talking in her sleep several nights in a row. She spoke French rapidly with an unfamiliar voice but had never been exposed to the language. Her parents recorded her conversations and brought the tape to the high school French teacher. The teacher listened to the tape and told the parents that the little girl on the tape was looking for her mother, who she had been separated from when her village was attacked by the Germans. She said the little girl seemed to be lost and, judging from her tone of voice was very distressed. The mother said, "It is my feeling that our daughter lived before in a village in France and probably died in one of the world wars."

In cases of responsive xenoglossy, subjects speak an unlearned language and can respond in it during conversation. A well-known case of responsive xenoglossy in past-life recall is that of a Hindu girl, Swarnlata Mishra, born in 1948. The girl sang Bengali songs and performed Bengali dances without ever having been exposed to Bengali language or culture. Swarnlata explained she was a Bengali woman called Sharada in a previous life and had been taught the songs and dances by a friend. Another famous case is that of "Gretchen" who emerged in 1970 during the hypnotic regression of Dolores Jay, the wife of a Methodist minister in Elkton, Virginia. Speaking in imperfect German, the girl identified herself as Gretchen Gottlieb, daughter of the mayor of Eberswalde, Germany, who had apparently died around the age of sixteen. It was determined she lived during the late 19th century. Dolores Jay had never studied German.

Also recorded is the Jensen case where a 33-year old Philadelphia housewife "T.E." who underwent hypnotic regression performed by her physician husband. The sessions occurred between 1955 and 1956. A male personality emerged that was "Jensen." He was a peasant farmer speaking in 17th century colloquial Swedish in a deep voice. His speech was detected as not being fluent as it was laborious and phrases were sometimes automatically repeated. While in deep trance T.E. denied ever having studied any Scandinavian languages.

Both Gretchen and Sharada wrote German and Bengali respectively—a phenomenon known as xenography—writing in an unknown language. French physiologist Charles Richet reported the case of Madame X, a French medium, who wrote long sentences in Greek while in a trance although Richet found that many of the sentences could have come from a French-Greek dictionary.

These reports of cases of xenoglossy have attracted the interest of a few experts in linguistics, in particular, Sarah Thomason, currently a professor of linguistics at the University of Michigan. Having researched a number of cases of xenoglossy, Thomason reaches this unequivocal conclusion. "If you



...You Say?

...ability to speak in an unknown and ...Kelly sorts out fact from fiction.

want to speak a foreign language you will need to learn it through systematic exposure to its words and structures during your current lifetime."

Thomason believes that supporters of the xenoglossy claims, notably Professor Ian Stevenson of the University of Virginia Medical School, do not understand how language is acquired. She argues that Stevenson's notion of responsive xenoglossy is "fatally flawed" because when the responses of subjects like "Gretchen" and "Jensen" are examined, they do not display any real knowledge of the supposed "unlearned" language. For example, when Gretchen is asked if she has a doll (*"Sag mir was von deinen Puppen... Hast du eine?"* –"Tell me something about your doll... do you have one?"), the subject can recognize this as a question by the pitch rise and knows to answer *ja* or (in this case) *nein*. Leaving the yes/no questions aside, Thomason notes that Gretchen was far more successful in giving appropriate answers to questions posed in English than those asked in German. Gretchen appears to know only a handful of German words and phrases—a teenager would have a more extensive vocabulary. Some of the few words she employs are suspect: *bettzimmer* is a literal translation of the English word "bedroom," the German word for a bedroom is *schlafzimmer* ("sleep room"). "At best, she (Gretchen) speaks German as well as someone might who studied the language in high school for a year about 20 years ago," says Thomason.

In his report on the Gretchen case, Stevenson claims that her lack of basic grammar skills and vocabulary can be explained by the fact that she was unschooled. Thomason is quick to quash this theory, pointing out that levels of education have nothing to do with fluency and that even uneducated people are able to construct sentences that are grammatically correct. Thomason convincingly argues that Gretchen does not display even a passive knowledge of the German language in that she "clearly understands German as little as she speaks it."

So how should a subject's linguistic knowledge be tested?

Thomason suggests that supposed xenoglossic cases be asked to translate simple words like "mother" "moon" "water" into the incarnate language and to translate paradigms like "I walked," "you will walk" and so on. These tests should be repeated a month after the initial testing. Also, subjects should be given some simple comprehension questions based on reading a text in the language of the incarnation. ■

Further Reading

Bowman, Carol, 1977. *Children's Past Lives: How Past Life Memories Affect Your Child*, Bantam Books.

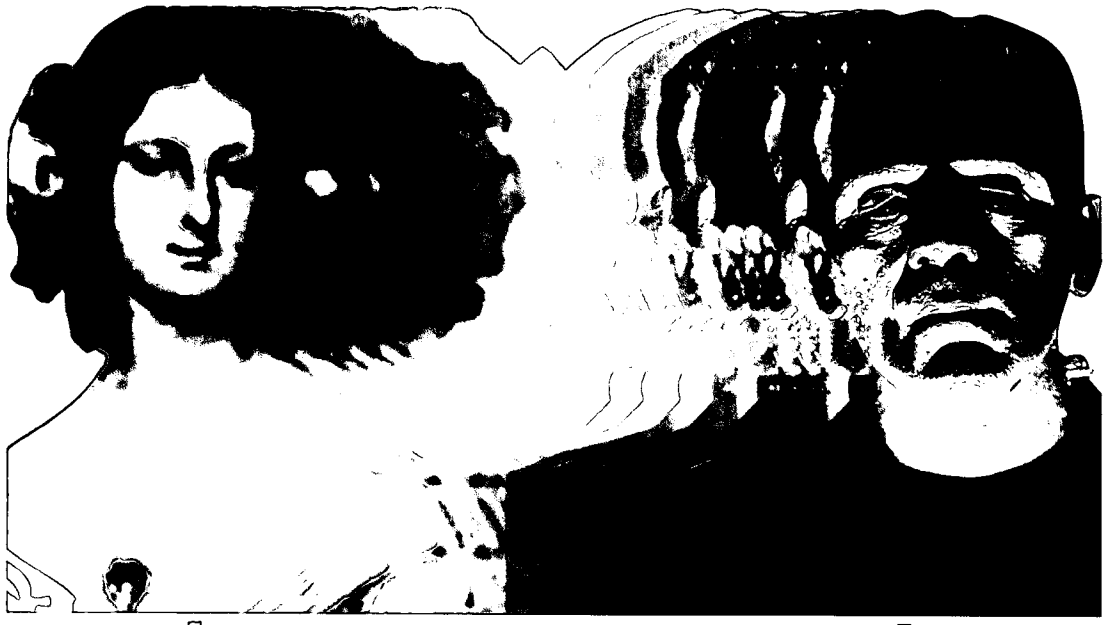
Gershom, Rabbi, 1995. *Beyond the Ashes: Cases of Reincarnation from the Holocaust*, A.R.E. Press.

Jay, Rev. Carroll E. 1977. Gretchen, *I Am*, New York City: Avon Books.

Stevenson, Ian. 1984. *Unlearned Language. New Studies in Xenoglossy.* Charlottesville: University Press of Virginia.

Thomason, Sarah G., "Past Tongues Remembered?" *Skeptical Inquirer* vol 11, no. 4, Summer 1987, pp. 367-375.

Weiss, Brian, 1988. *Many Lives, Many Masters*. Simon & Schuster.



Teaching Becomes Eclectic

Is the eclectic approach to language teaching fashionable nonsense or informed opinion? asks Dr. Thomas Kane.

At a recent language teachers' conference, I polled a thousand member audience asking them: "What method or approach do you use in language teaching?" Over 90% responded that their approach is "eclectic". They further commented that by using this term they meant that they do not follow any single method but rather used a variety of techniques. This was rather surprising because I expected the audience to state overwhelmingly: "I follow the communicative approach."

Danger to Eclecticism

An eclectic approach utilizes most appropriate and/or useful parts of existing methods. John F. Haskell warns us "there is a danger in eclecticism of creating a Frankenstein monster rather than a Cinderella."

There is a need to be rooted in a method that fits the teaching style of each language teacher. It is good from time to time to review the various methodologies and then making a conscious choice of not embracing any single method but taking what works in the classroom.

D. A. Wilkins says that "Viewed historically, language teaching has always been subject to change, but the process of change has not resulted from the steady accumulation of knowledge about the most effective ways of teaching languages: it has been more the product of changing fashion."

Eclectic is a convenient term but it is also very vague. It could be that an eclectic approach to language teaching is nothing more than a group of techniques which the teacher encountered by chance and uses arbitrarily. Therefore, it is important that the language educator should be knowledgeable about some of the theoretical principles which are the foundation of major trends in language teaching.

Informed Opinion

Teachers owe it to their profession to go deeper into the reasons for the teaching rather than being mere practitioners of second-hand techniques. (Hubbard–1994). The humanistic approach to teaching produced the "communicative methodology" which led to many changes in language education. It is good to review the writings of Noam Chomsky to support an informed opinion about an eclectic approach. Chomsky reminds us what is necessary in linguistics:

(1) Language is innate (a product of a thinking brain and not habit formation).
(2) Language is rule-governed behavior.
(3) "Correctness" is determined by the users of the language and is based on understanding (meaning cannot be separated from language).
(4) All languages have "universals" or similarities (processes or elements in their basic system).
(5) Surface grammar (what we see, say and hear) is only a manifestation of deep grammar (the meaning, rules, and processes which we use to produce language).
(6) Our language competence (our ability to use language) is not always accurately reflected in our performance (how we use the language).

Memory-Based vs. Process-Based Learning

The memory-based language classroom witnesses to the student memorizing vocabulary, learning grammar rules and relying on the grammar-translation method. An eclectic approach will not throw the baby out with the bathwater. It will employ memory when appropriate. However, the eclectic approach will view language learning based on a process, not product. Activities and interaction with an English-speaking teacher provide students with process-based learning that will include not only speaking or reading English but understanding it as well.

The average language student is intellectually an adult but linguistically an infant. The language educator needs to integrate an approach that produces a student with fluency skills, accurate usage and appropriate syntax. The eclectic approach invites educators to evaluate what works and what doesn't. Often it means, "Do what you like" but it never means "Go ahead—wing it." Keeping the goal of communication in mind, teachers must knit together threads from different methods to reach all students. Too often an approach that stimulates one student, baffles another. In short, the eclectic approach gives creativity full rein. ■

Further Reading

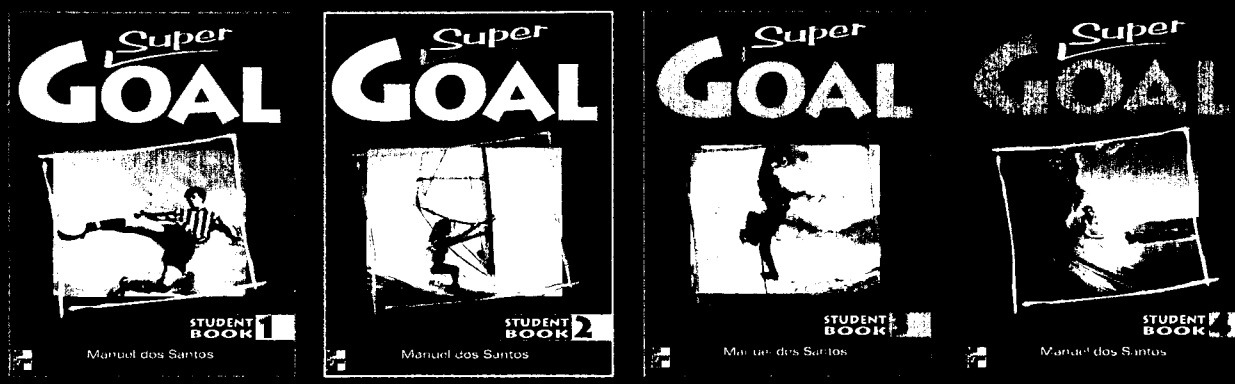
Haskell, John F. Ed., Selected Articles From the TESOL Newsletter, 1966-1983. TESOL Publication, Alexandria, VA.
Wilkins, D. A. Linguistics in Language Teaching MIT Press. Cambridge, MA.

Dr. Thomas A. Kane, Worldwide Teachers, can be reached at tak@post.harvard.edu

SUPER GOAL

Integrated ESL Skills Series

Levels 1 and 2 – Beginning to Low-Intermediate • Levels 3 and 4 – Intermediate to High-Intermediate



THE FUN, VISUALLY APPEALING ESL SERIES DESIGNED TO MOTIVATE TEENAGERS AND YOUNG ADULTS TO COMMUNICATE EFFECTIVELY!

Two Penn Plaza, 21st floor
New York, NY 10121-2298

For more information call: 1-800-624-7294

McGraw Hill

Subscribe to Language

Don't miss a single issue of ***Language***, the refreshingly different magazine for language professionals, school administrators and inquisitive minds.

12 Issues for Just $24.95

☒ **YES!** Start my annual subscription today!

☐ **$24.95 (U.S./Canada/Mexico/APO/AEO)**

☐ **$59.95 (All other countries)**

☐ VISA ☐ M'CARD # _____

EXPIRES_____ **Name** _____

Address _____

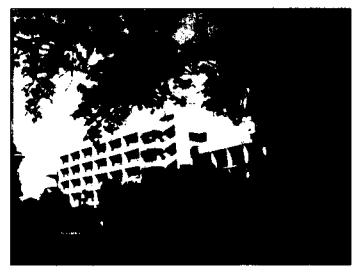
City _____ **State** _____ **Zip** _____

Tel:_____ **Signed** _____ **Date** _____

Send your subscription to: *Language*, 11271 Ventura Boulevard, Suite 513, Los Angeles, CA 91604 or log on to www.languagemagazine.com and subscribe via our secure online server

Study in the Linguistics Department and build your English as a Second Language (ESL) teaching skills at the American English Institute at the same time!

FRESNO STATE
California State University, Fresno



TESL Programs in the Department of Linguistics

Bachelor of Arts in Linguistics with TESL option

Master of Arts in Linguistics with TESL option

Graduate TESL Certificate

Teacher Training Opportunities at the American English Institute

Class Observations
Teacher-Training Workshops
Practicum Training
Apprenticeships
Teaching Positions

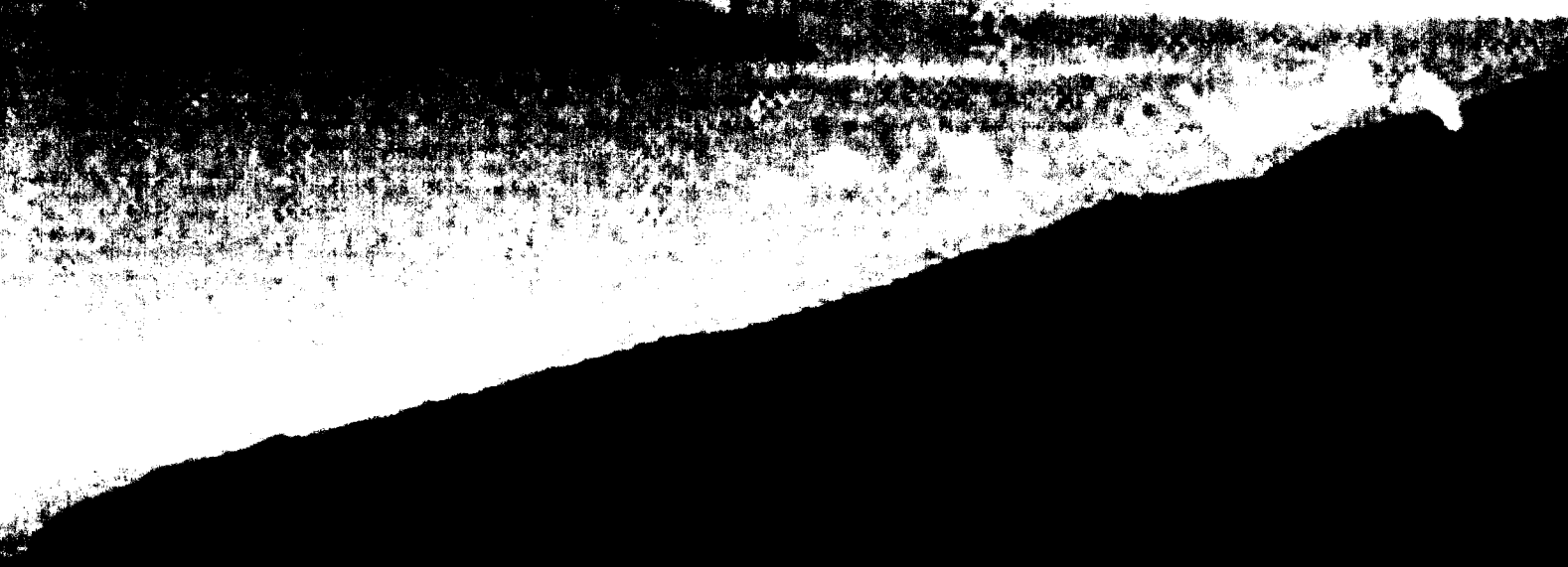
Request an application:

Department of Linguistics
California State University, Fresno
5245 N. Backer, Rm. 383L M/S PB92
Fresno, CA 93740-8001
BA contact: *barbarab@csufresno.edu*
MA contact: *chrisg@csufresno.edu*
(559) 278-2441 Fax: (559) 278-7299

American English Institute
California State University, Fresno
2450 E. San Ramon, Rm. 138L M/S SR74
Fresno, CA 93740-8032
E-mail: *AEI@info.csufresno.edu*
(559) 278-2097 Fax: (559) 278-5586

The World's Lo

Daniel Schreier reports from the remote



What would happen if a dialect of English were isolated on one of the most remote places on Earth? Would the dialect stop developing in the absence of outside influences, or would it become more and more distinctive? Few places are better suited to find answers to these questions than the island of Tristan da Cunha in the South Atlantic Ocean, more than 1400 miles from anywhere.

Tristan da Cunha is situated almost exactly in the middle of the South Atlantic, about half way between Cape Town, South Africa and Uruguay in South America. Its geophysical isolation is unparalleled: the Guinness Book of Records credits Tristan as being "the remotest inhabited island in the world." Even today it is difficult to travel to the island. There is no airfield, and the sea is the only way to get there. Only about eight or ten ships go to Tristan each year, an 1,800-mile voyage that lasts between five and twelve days, depending on the weather.

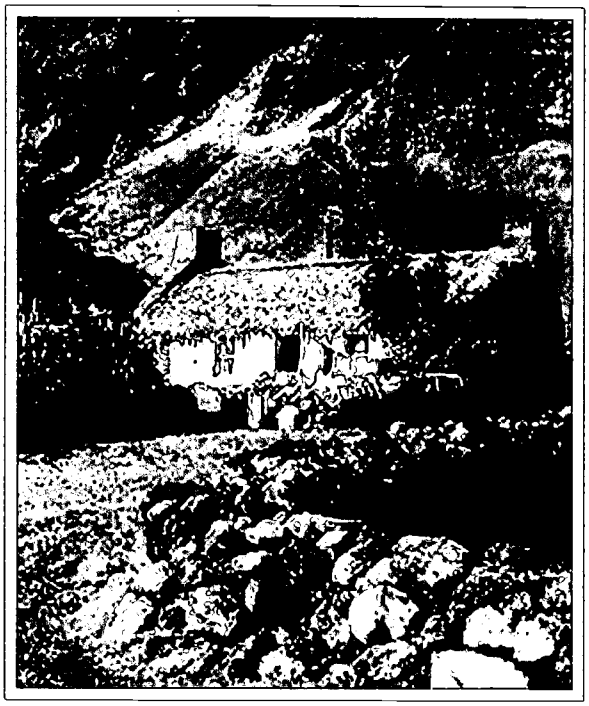
continued p.30

neliest Dialect



BEST COPY AVAILABLE

ERIC





from p.29

Geographic remoteness has had a deep impact on the island's history. The Portuguese discovered it in 1506, but there was no permanent population until American whalers settled there at the end of the 18th century. The British colonized Tristan in 1816, when the community consisted mainly of shipwrecked sailors and castaways from the British Isles, America, Holland and Denmark. Several women emigrated from St Helena in 1827, but from the 1850s on, the American whale trade declined and the community became increasingly isolated. In 1882 only two ships stopped at Tristan da Cunha. The dwindling number of ships meant fewer new settlers came to the island: only two newcomers settled in Tristan in the second half of the 19th century.

The social and cultural isolation of Tristan da Cunha peaked around WWI. The community received no mail for more than ten years, and a minister reported in the mid–1920s that the children had never seen a football. This changed in April, 1942 when the British installed a naval station on the island. The abrupt exposure to the outside world led to far–reaching economic changes.

A South African company established a permanent fishing industry on the island, and the resulting economic development led to a rapid transformation of the traditional Tristanian way of life. These changes were further reinforced when a volcano erupted near the settlement in 1961. The entire community had to be evacuated and was forced to spend two years in England. The Tristanians quickly adapted to modern life, and brought a taste for modern dress, dances and entertainment when they returned to the island. A new fishing company provided all the households with electricity, and the 1970s and 1980s were a period of economic prosperity. The late 1990s saw further modernization as electronic mail, Internet access and satellite television became available.

Today there are about 280 people residing on the island, all of whom live in Edinburgh of the Seven Seas, the only settlement on Tristan. The community has more contacts with the outside world than ever, and many islanders go abroad for secondary education, job training and vacations. Outmigration is limited, though. The Tristanians have a strong local identity; most of them are happy where they are and would not want to live anywhere else.

Tristan da Cunha: Just The Facts

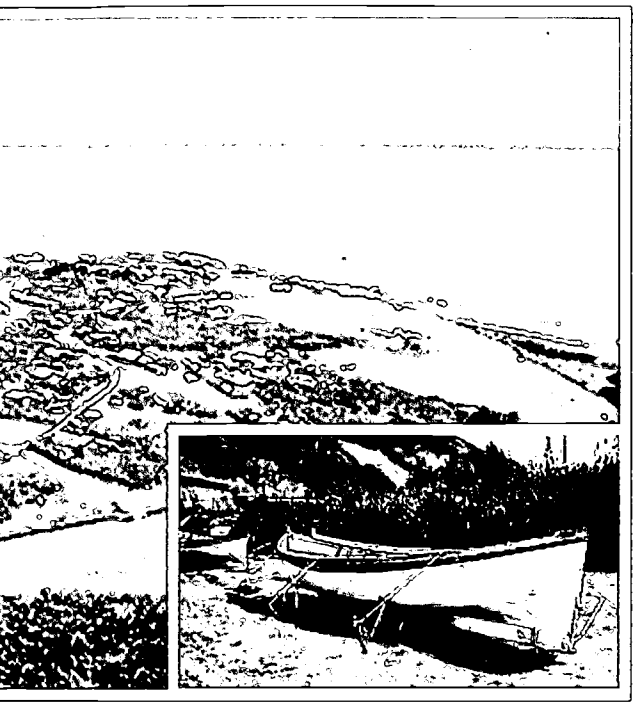
Pronounced: tristan d koon
Status: British dependent territory, claimed 1653 A part of St. Helena and the Dependencies, including Ascension, St. Helena and a few smaller islands.
Important City: Edinburgh
Where: 37° 5 south, 12° 15 west
Location Description: Approximately 1,800 miles directly west of Cape Town, South Africa - about 2,150 miles southeast of Rio De Janeiro, Brazil, South America
Climate: Temperate, mild conditions with constant trade winds
Terrain: Volcanic island with a very rugged landscape
Language: English
Official Currency: St. Helenian Pound
Population: 286
Land Area: 65 sq km (25 sq miles)
Chief industry: Fishing
Misc: "the remotest inhabited island in the world" - Guiness Book of Records, 1998.

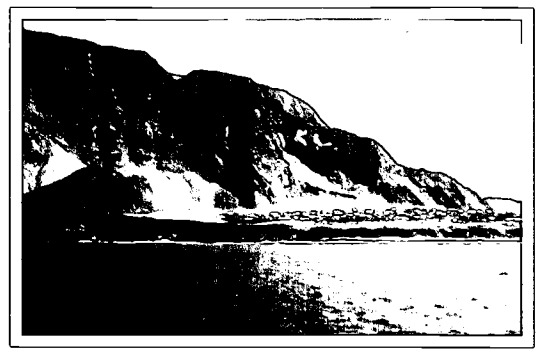
Tristan da Cunha English

Tristan da Cunha English has been influenced by the several dialects of British and American English that were transplanted to the island, along with St. Helenian English. Some of the earliest settlers were native speakers of Dutch, Danish, Italian, and Afrikaans, but their linguistic contribution was fairly limited. The community was reported to be entirely English-speaking in the mid-1850s. Dutch and Afrikaans-speaking settlers did leave an imprint in the form of a number of loanwords, mainly in the area of fishing terminology (*snoek, steenbrass*), everyday life (*kappie* 'knitted hat', *lekker* 'good, delicious', *kraal* 'sheep pen', perhaps *kiki* 'ear') and food (*gurken* 'cucumbers'). Moreover, recently imported goods led to the borrowing of loanwords from Afrikaans (such as *braaj* 'barbecue', *boerewors* 'sausage' and *bakkie* 'pickup truck'). Tristanians also picked up a few words from American English, namely from the settlers who arrived from New England and the American whalers who frequented the area in the 1840s and 1850s. An English minister wrote in 1885 that "all the people here speak English slightly Yankeefied as they do a good deal of trade with Yankee whalers." The American impact is found in words like *gulch, bluefish*, the contracted form *tater* (for 'potato') or in the second person plural pronoun *y'all* and the frequent usage of the phrase *your own self*.

Today, however, the islanders believe that they speak British English. As former Chief Islander Harold Green puts it: "we got this slang on Tristan, the 'Tristan slang' we call it, it's not really number one English, but it's British."

Tristan da Cunha English resembles British English in a number of ways. For





The constant Trade Winds and Tristan da Cunha's history of fishing and whaling have shaped its landscape and its language.



instance, Tristanians do not produce 'r' in words like car or park.

The grammar and sounds of Tristan English also were influenced by settlers from St. Helena. The women from St. Helena had an especially strong impact, as the men were frequently employed on whaling ships and left the island for lengthy periods of time. Consequently, a number of grammatical features were directly transplanted from St Helena to Tristan da Cunha, such as the absence of –s on verbs ('that's what make us so cross'), *is* with all persons ('I's a lot happier than a lot people is') and a distinctive usage of *done* ('they's done kill that black bull'). (Interestingly, this usage of *done* bears a certain resemblance to Southern-based vernacular American English, such as White Appalachian or African American English 'the paper *done* jammed.')

The legacy of British and American English manifests itself in double modals such as *might could* or *may should* ('she might could check it out for you'), the usage of *for to* ('he tell us for to steer west') and *be* instead of *have* ('I'm checked the parcels already').

While Tristan da Cunha English has many borrowed features, it has a number of other features that are found almost nowhere else. The dialect has preserved features that were once widespread in British English and are now virtually extinct, such as the usage of *be* for *have* in perfect structures ('she must *be* got no work to do') or 'hypercorrect h' (in words like egg, pronounced *hegg*, or *expedition*, hexpedition).

Tristan speakers have independently developed new forms as well; for example, they use the past tense in sentences like "we never used to *kept* records in them days" and "we used to *went* Nightingale Island all the time." They also have unique pronunciation for certain words, such as *sink* for "think" and *srow* for "throw."

Tristan da Cunha English in the 21st century

It would be wrong to assume that the Tristan dialect stopped changing because of its relative isolation. Even though Tristan English developed in the 1820s and 1830s, and its speakers had little contact with the outside world for long periods of time, it is not a relic of the early 19th century. It is a mix of sounds, words and grammatical structures that reflect virtually all of the diverse people who have settled and traded there. From the early colonial period to the present day, the island has had intermittent contact with the outside world, resulting in a number of linguistic adaptations and community-based innovations.

Tristan has undergone abrupt transformation in the second half of the 20th century. Tristanians are now spending more time than ever in the outside world, and their accents are often noticed and commented on in South Africa and England. As a result, the Tristanians are very aware of their linguistic distinctiveness. The question, then, is what the future holds for Tristan da Cunha English. Is the dialect going to erode as the community emerges from insularity and adapts to the modern world?

It is not easy to answer this question, and it may be too early to tell. Younger Tristanians speak somewhat differently, but they continue to use typical Tristan features, albeit less often than their parents and grandparents. Perhaps this trend will continue and the traditional features will die out within a couple of generations. On the other hand, members of the community may continue to speak Tristan da Cunha English with their families and friends but switch when communicating with outsiders, speaking a dialect that resembles British or South African English. The best we can do is to pursue our studies and to monitor language changes in the generations to come. What is certain, though, is that Tristanians are aware that their dialect reflects their rich and unique history and would feel a sense of loss if 'Tristan slang' disappeared. ■

Resources: A more technical description of Tristan da Cunha English is Daniel Schreier, *Terra Incognita in the Anglophone World: Tristan da Cunha, South Atlantic Ocean*, to appear in *English World Wide 23* (2002). More information about Tristan and the 'Tristan slang' can be found on the website of the 'North Carolina Language and Life Project' at http://www.ncsu.edu/linguistics/ncllp.htm. An excellent account of Tristan from its discovery until WW II is Jan Brander's *Tristan da Cunha 1506 – 1902* (London: Allen and Unwin, 1940). For additional information on all aspects of life on Tristan da Cunha, visit websites at http://website.lineone.net/~sthelena/tristaninfo.htm and http://www.btinternet.com/~sa_sa/tristan_da_cunha/tristan_history.html.

Daniel Schreier, North Carolina State University.

ERIC

Pronunciation Power Products

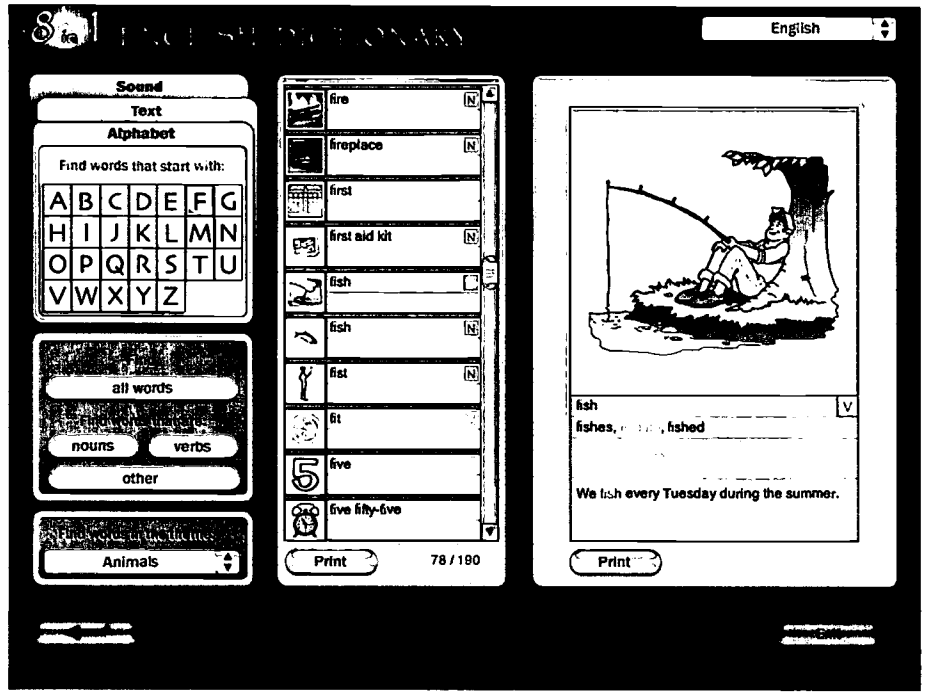
Beginner to Advanced

Exciting New English Pronunciation Software

View our new demo movies at:
www.englishlearning.com

Instructions for beginners available in 12 languages.

Site Licenses Available



For more information call 1-780-448-1032 or visit our website: www.englishlearning.com

New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage

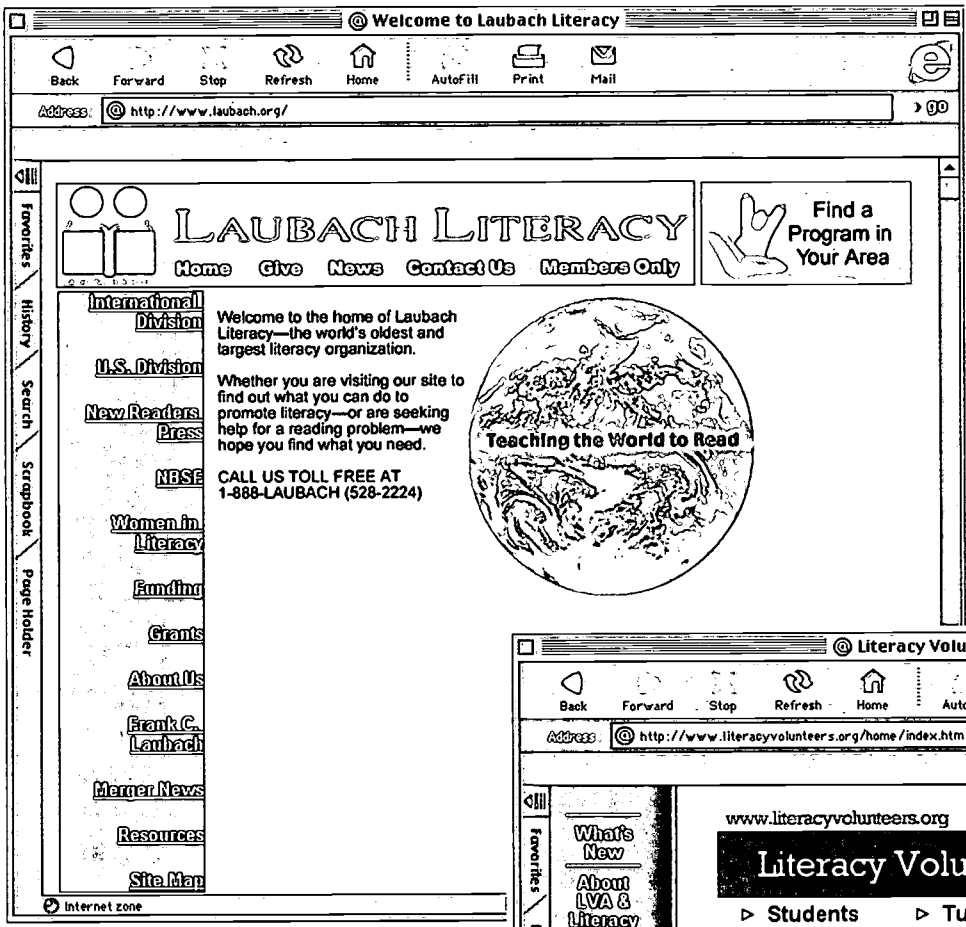


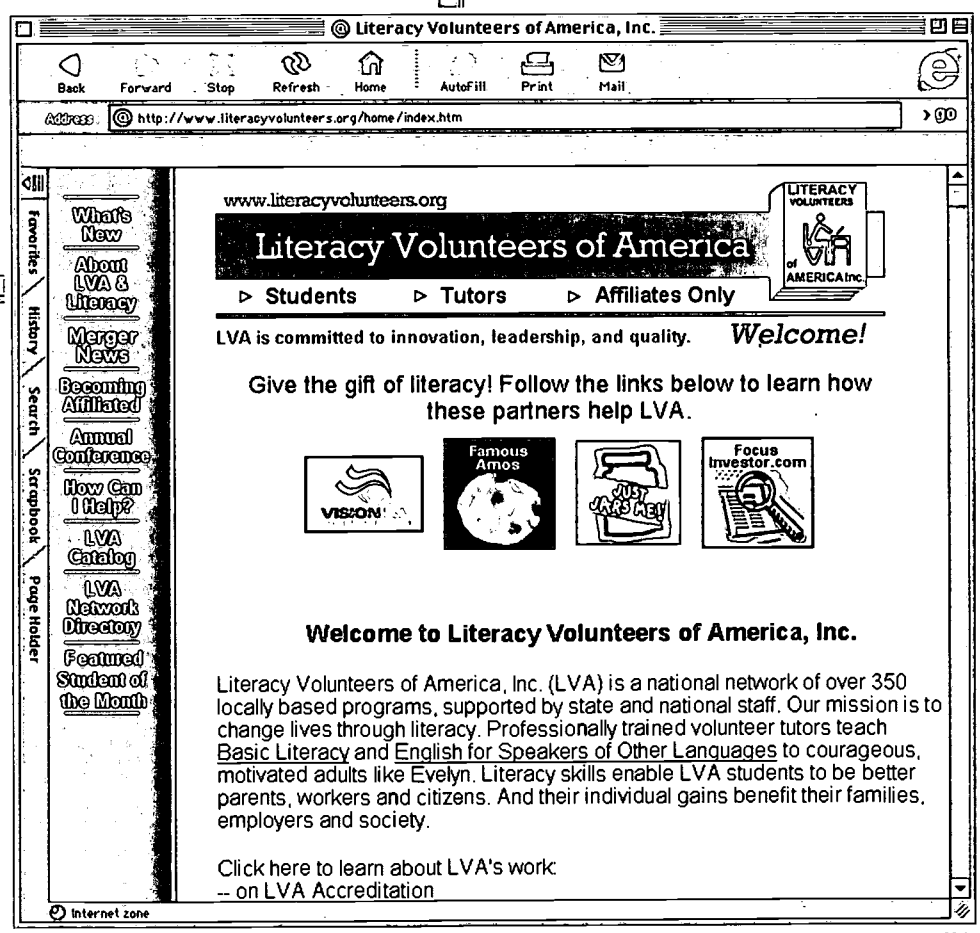
Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

330





Joining Forces

Two Literacy Education groups are about to merge. What does it mean for their current members?

Earlier this year, two important organizations in the field of literacy education announced their intention to merge.

Laubach Literacy International (LLI) and Literacy Volunteers of America, Inc. (LVA) agreed early in their discussions that it was in the best interests to choose a new name and identity for the merged organization. DSW Partners of Salt Lake City has been selected as the naming/branding consultant to develop a basis for naming the new organization but members of both associations have been invited to participate in the naming process (see below). Here are some questions and answers regarding the merger:

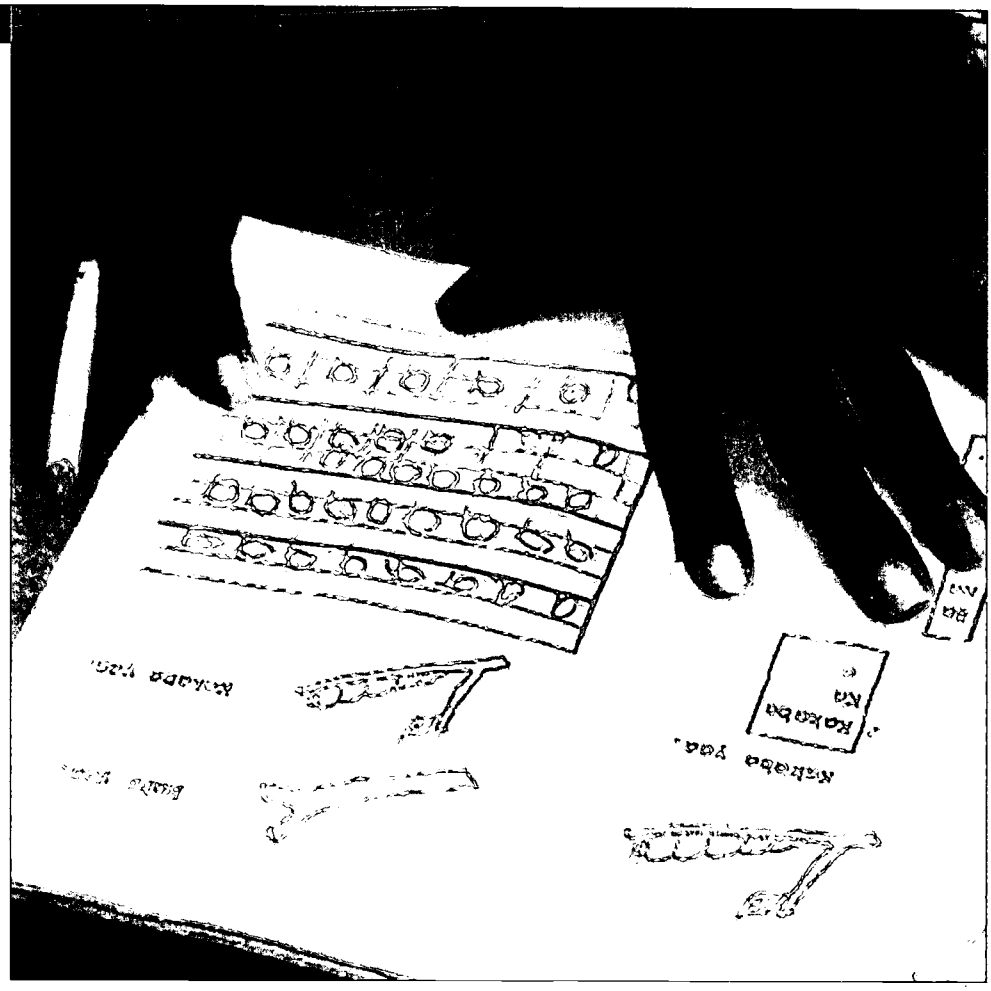
How will local providers among Laubach Literacy International's and Literacy Volunteers of America's members be affected by the proposed merger and will they be expected to merge too?

Local LLI and LVA programs will be affected by, and we hope will benefit from, the merger in a variety of ways, but it is highly unlikely that the new national organization will require them to merge at the local level. Both organizations recognize the importance of local decision-making, and merger at the local level will likely be determined by local organizations based on what is best for their communities. Currently, fewer than 100 U.S. communities have both LLI and LVA affiliates, and 81 local programs maintain dual LLI/LVA affiliations. Also, some communities have more than one LLI-affiliated organization. The number of literacy organizations in a community is typically a function of local need, not competition between literacy organizations.

Will membership requirements change?

There will likely be some modifications to existing membership requirements, however

continued p.34



from p.33

the intent of the new organization is to be inclusive and to continue to offer membership opportunities for all the organizations presently within both Laubach and LVA.

We are an accredited organization. What happens with that designation once the national organizations merge?

The new organization is committed to a national accreditation process and all existing accredited organizations will be grandfathered into accredited status in the new organization until the expiration of their original accreditation award. A new accreditation process, developed by a joint task force of the two organizations, will be in place by January 1, 2003.

What will happen to students once the organizations merge?

Students will have an even stronger role in the new organization, as they are assured representation on both the national board and the new domestic program board. There will also be a national student advisory group, which will directly advise the president of the new organization.

What will the new board look like?

The national governing board will have a maximum of 26 members. Initially, the national board will consist of 12 members from LLI, six from LVA, and one legacy, or lifetime, member from each organization. Each board position will be slated and elected by the current boards of the two founding organizations. With the exception of the legacy members, board members will be elected to staggered terms of one, two, or three years. The national board is currently being formed and will in turn designate a President/CEO by the end of October. At least one board member will be a student, and at least one will be from a country outside the U.S. Finally, there will be a domestic program board of 12-18 members that will have responsibility for the domestic operations of the new organization.

How long will the merger process take?

We expect that the new literacy organization will be operational by January 1, 2002.

What will be the name of the new organization?

In the merger agreement, LLI and LVA agreed to employ a naming/branding consultant to advise on the name of the new organization, the names of its major operating divisions, and possibly logos that will unify the several parts of the new organization. This process is expected to be complete by October 2001.

If you have suggestions for a name for the merged organization, please e-mail them to merger@laubach.org

Will programs be required to change their names?

At this time neither LLI nor LVA requires that local programs change their names to affiliate. It is unlikely that this policy will change. However, we will take the recommendations of the marketing/branding consultant in making this determination.

Will member benefits from Laubach and/or LVA continue?

Membership benefits from both organizations will be maintained until a new membership structure is developed. We expect that most current affiliates will find an appropriate membership category within the new, tiered membership model and will maintain their close association with us. All our local organizations will be notified well in advance of any significant changes being made to membership benefits.

Will there be trainer certification in the merged literacy organization?

The new literacy organization formed from the merger will continue the trainer certification system currently in place. A task force on training is going to be established by January 1, 2003 to work on requirements and process.

How will this merger affect local programming and training?

Both organizations honor the programming and instructional training decisions that are made by local communities. We expect that the new organization will continue to have this as a basic premise for associations with local programs.

Will the merger affect international programming?

The new literacy organization will continue to operate as an international program. ■

"Membership benefits from both organizations will be maintained until a new membership structure is developed. We expect that most current affiliates will find an appropriate membership category."

Does literacy translate from Spanish to English in the early grades?



The Transfer of Reading Skills from Spanish to English: A Preliminary Analysis

The focus of this study is the question of whether literacy skills acquired while learning to read in Spanish can transfer to learning to read in English. More specifically, can one predict from a child's performance on certain Spanish reading tasks at the end of the second grade how well the child will do on the same reading tasks in English at the end of the third grade?

Although the study is still underway, preliminary analyses of data indicate that Spanish phonemic awareness and Spanish word reading and fluency are reliable predictors of performance on parallel tasks in English. The effect of Spanish phonemic awareness on English phonemic awareness was evident for all students. However, the effect of Spanish word reading on English word reading was evident only for students who received formal instruction in Spanish reading.

These preliminary findings support the practice of providing literacy instruction in Spanish to Spanish-speaking English language learners as a means of helping them acquire literacy skills in English. Strengthening these students' Spanish literacy also enables them to use their native language well, which enhances their bilingual proficiency.

Study Overview

The theoretical framework proposed by James Cummins (1979) has significantly influenced the way that educators think about instruction of second language learners: One essential component of this framework concerns the notion that academically mediated language skills can be transferred across languages to facilitate the acquisition of these skills in the second language. Thus, the level of competence that a child attains in a second language is partly a function of the level of competence the child has developed in the first language.

The major research question that guided this study was—Does language transfer exist for children entering school in the early grades? That is, do literacy skills acquired in Spanish transfer during the process of learning to read in English? The study examined how performance on indicators of Spanish reading at the end of second grade (April, 1999) predicted English reading performance at the end of the third grade (April, 2000).

continued p.36



Study subjects were 151 students in Success for All programs in Boston, MA, Chicago, IL, and El Paso,TX. Twenty-four students were English monolinguals, forty-three were Spanish-English bilinguals in English-only instruction, and eighty-four were Spanish-English bilinguals in Spanish-only reading instruction.

All of the students had:

- Received instruction targeted to specific component reading skills
- Had a chance to develop a minimum level of mastery of those skills and
- Received comparable instruction across classrooms and sites.

Control of Influencing Factors

The first criterion for meaningful research in the transfer of skills ensures that the study design controls for other factors besides language proficiency that might affect student performance on outcome assessments of English literacy. Data was collected on home language use and family reading practices from parent questionnaires; data on schooling history was collected from school records.

Component Literacy Skills Assessed

A second criterion for meaningful research on cross-language transfer is the recognition that literacy is composed of many component skills. The component skills of reading (such as phonology, orthography, and comprehension) were assessed in both the first and second language to trace the development of these components in relation to each other.

Study Conducted over Time

A third criterion for effective research on skills transfer is study over time. In order to know whether students were transferring skills from the first language rather than using skills learned in the second language, researchers studied subjects who had received reading instruction in the first language prior to receiving it in the second language and who had sufficient first language instruction to have developed a base of first language skills that could be transferred. The third grade study group will be followed through fourth and fifth grades to further elucidate the relationship between Spanish language proficiency and literacy in English. ■

This study was funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), of the U.S. Department of Education.

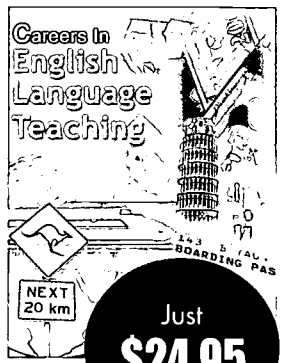
Investigators are: Diane August, Center for Applied Linguistics, Washington, DC
Margarita Calderón, Johns Hopkins University, El Paso, Texas
Maria Carlo, Harvard University, Cambridge, Massachusetts

For More Information

For more information about this study, see CAL's web site, www.cal.org/projects/obemla.html,. For background information on language transfer see the article by J.M. Cummins(1979) Linguistic interdependence and the educational development of bilingual children, in the *Review of Educational Research*, 49(2): 222-251.

THOUSANDS OF JOBS IN HUNDREDS OF COUNTRIES

Teach English and Travel the World!



Just **$24.95**

Careers in English Language Teaching (CELT) is the new guide book to one of the most exciting and in-demand jobs in the world. Anyone who speaks English will benefit by reading this practical guide. Whether you're looking for a way to finance your travels or a long-term, fulfilling career in your hometown, ***CELT*** will give you all the information you need.

Working Overseas
Employment and living in over 120 countries with:
- contact details of employers looking for teachers
- prospects for teachers, expected salaries, taxes and cost of living
- how to get visas and work permits
- finding accommodation

Working in the USA
Over 40% of all adult education is teaching English as a Second Language and every State has its own requirements. ***CELT*** tells you how to get qualified.

Training
The most complete guide to all of the different types of course available, giving you independent advice on which course is right for you.

Plus a whole section on Career Development, including:
- using your other skills to help you get the best jobs
- starting your own business
- getting your work published

Order your copy today and start planning the rest of your life!
FREE SHIPPING | CALL FOR QUANTITY DISCOUNTS - (818) 763-8527
or visit http://www.languagemagazine.com for a 5% DISCOUNT!

Are you using the BEST resources to teach foreign languages in your classroom?

SCOLA can help your students learn by using programming from nearly 70 different nations.

Delivery by **SATELLITE**
and
ONLINE VIDEO STREAMING

Channel 1: News
Channel 2: Cultural
Channel 3: Chinese Education
PLUS
Three audio channels

SCOLA Insta-classes available in 12 languages

SCOLA's Live Video Streaming



http://www.scola.org

SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

CALL TODAY FOR INFORMATION
Website: www.scola.org
Telephone: 712-566-2202
e-mail: scola@scola.org

www.languagemagazine.com

Make *Language*'s Internet sister *Language Online* your first option to find the job of your dreams.

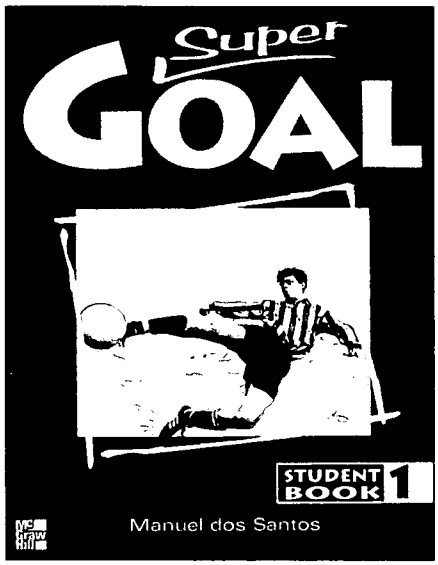
Our online Jobshop is regularly updated with all the latest job listings from all 50 U.S. States. If there is a language teaching job in the U.S. we have it listed!



Our website also has an archive of back issues, online subscriptions, the latest news in language teaching in the U.S. and abroad.

www.languagemgazine.com's JobShop - the #1 choice for finding your dream job!

MCGRAW HILL SHOOTS...THEY SCORE!



Super Goal
Manuel dos Santos
McGraw Hill ELT, 2001.
New York, NY.
Student Books (4) $16.56 each, Audio Program $20.31, Teacher's Manual $25.94, Workbook $9.94.

Super Goal is a new series aimed at young adult and adult learners of American English. Incorporating the four skills of speaking, listening, reading and writing, students who are absolute beginners are taken through to the high-intermediate level as they work through the series.

There are four student books, audiotapes, a teacher's manual and a workbook. I reviewed the four student books without seeing the other materials. I found the design of the student books very attractive. I worked through the materials with groups of 3-4 students so we could all work through the lessons. The students shared my enthusiasm for the presentation of the materials. Together, we read through a number of the lessons and found there was plenty of opportunity to practice language skills. I know that students find some coursebooks a bit boring and most times I agree with them. But the lessons in *Super Goal* kept students' interest focused on language and I knew that they were enjoying themselves with the material, especially the role-plays.

Super Goal has a broad appeal to EFL students from all over the world because the material introduces information and discussion points involving a wide range of topics. Units are broadly-based with themes such as "Who's In Your Family" and "Where's The Mall". Each unit in *Super Goal* focuses specifically on five skills areas:
(1) Functions (greeting people, giving directions etc.)
(2) Grammar (verbs, indefinite articles, prepositions etc.)
(3) Listening and Pronunciation (listening for specific details, stress in multisyllable words etc.)
(4) Reading and Writing (read an ad, label a dream house etc.)
(5) Learning Strategies and Skills (understand words in context, alphabetize etc.)

This structure and the universal theme of soccer make it particularly useful for teachers in international programs as well as those who are teaching EFL around the world.

I look forward to working more with *Super Goal* and hope to evaluate the complete program in the future. ■

Jennifer Timson teaches at the Nuevo Mundo School in San Jose, Costa Rica.

AS AMERICAN AS APPLE PIE

***Apple Pie* (Revised Edition)**
Sadae Iwataki (Ed.)
Delta Systems Co. Inc., McHenry, Ill. 1995.
Student's Book $8.95
Teacher's Manual $12.95
Audiocassette $10.95
Visuals $24.95

Apple Pie is a four-book series designed especially for beginning-level adult school students. It aims to integrate lifeskills, grammar, and regular practice in listening, speaking, reading, and writing.

Apple Pie is based on methodology which was developed and refined over many years by the Los Angeles Unified School District. The series has a lesson plan format described as "teacher-friendly" for novice and experienced teachers alike and it provides plenty of student practice. The program meets the curricular and instructional criteria of the California Model Standards.

The series is illustrated with basic [illegible]s in black and white which stand out for their simplicity. Many teachers find that language learning coursebooks are produced with too many illustrations and wildly colored, making them difficult to use in class.

The Student's Book provides over 200 hours of instruction per volume (6 months–1 year). There is a ready review in every lesson with clear and concise objectives. Each lesson provides plenty of interactive practice including whole class participation, pairwork, and small group activities.

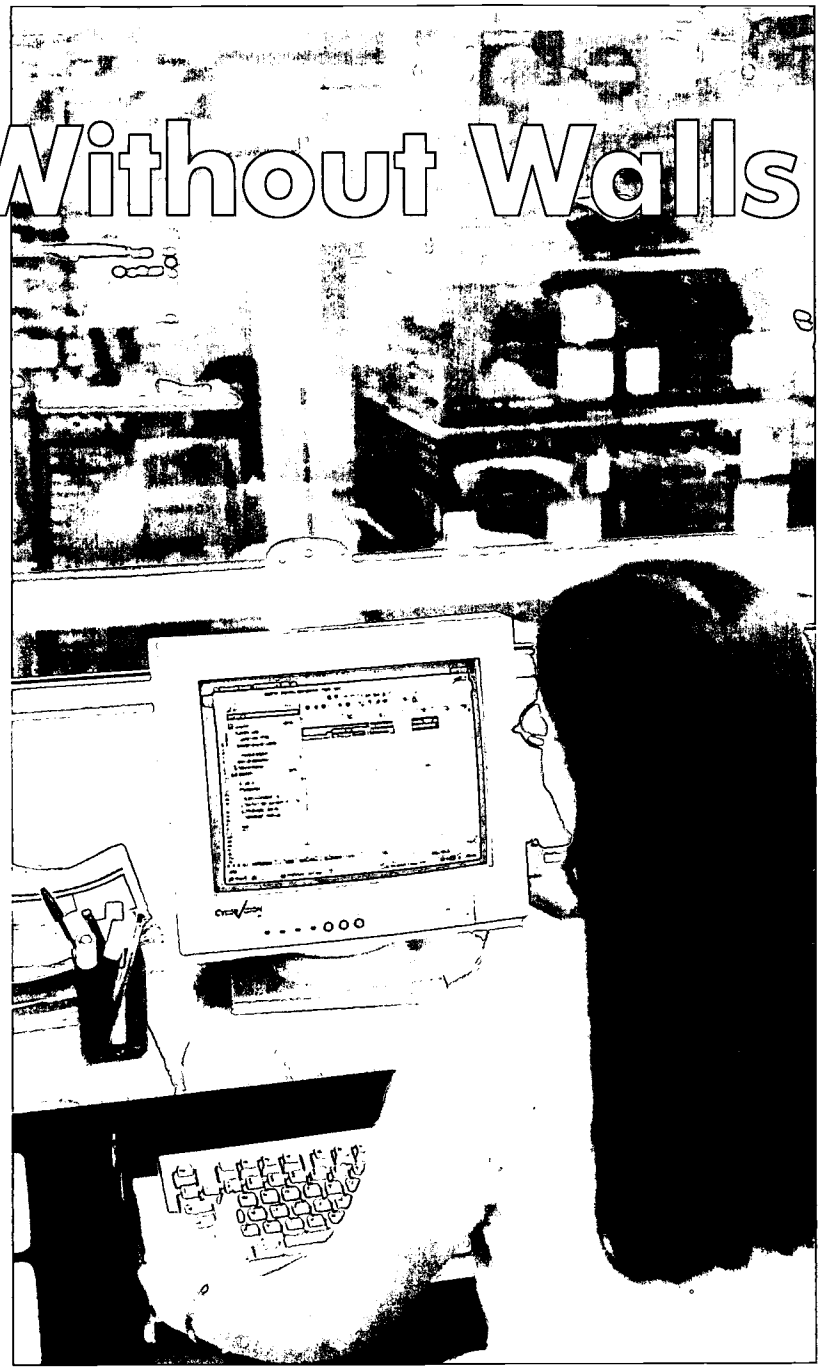
There are also comprehensive pronunciation lessons with regular testing and evaluation (including eight unit tests).

The teacher's books are designed with both new and experienced ESL teachers in mind. The manuals include tapescripts, answers to exercises as well as providing an overview of teaching methods and techniques, pronunciation notes, grammar and function information. There are lots of ideas offering expansion activities for reinforcement and enrichment as well as hundreds of tactics for students to create their own language and to interact with others. ■



Linda K. Thompson teaches ESL in the Los Angeles Unified School District.

Classroom Without Walls



Online language courses are an option chosen by a growing number of students. But does the virtual classroom provide the right environment for learning? **Steven Donahue** examines two language programs for Spanish and French to see if their online courses offer genuine opportunities for learning.

Language learning has become a global affair, and teaching is no longer confined to the four walls of the classroom. There are thousands of Web sites dedicated to language learning, accessible from anywhere in the world and the World Association of Online Education (http://www.kagawa-jc.ac.jp/~steve/waoe/columns.htm) even offers free online language courses from Estonian to Malay. But the Web has not proven an unmitigated language learning panacea. As *Washington Post* writer Jay Matthews contends, "Online learning is to real learning as video games are to war. You acquire useful skills and knowledge, but without any blood or sweat you have not done everything you need to do."

The objections of critics like Matthews about the lack of genuine online learning moments are valid because conditions must parallel those for a face-to-face class as described by linguists including Bernard Spolsky and Stephen Krashen. Crucial considerations include learning prerequisites, such as providing a low anxiety environment, distinguishing the important sound differences in the target (T2) language, and supplying comprehensible input that also stretches learners to acquire the ability to communicate in a new tongue.

But what are the ingredients for a successful online language program? Bernard Spolsky defined 74 factors or conditions that contribute to the language learning process. Dr. John Clark, Dean Emeritus at the Defense Language Institute in Monterey, California notes that "any linguistically-based 'Spolsky' condition can be considered a candidate for distance learning."

Two examples of programs that have been successful in integrating the optimum ns for online language learning are Rio Salado Community College in Arizona, which offers Spanish, and Coastline Community College in Fountain View, California, which offers French.

"Beeping" the Spanish Tutor

At Rio Salado Community College, in Tempe, online language learning is not a mindless video game. Spanish courses here offer a robust Internet-based program. "You can't hide in the online Spanish classroom," explains Vernon Smith, chair of languages at Rio Salado. "You can't put a baseball hat on, sit in the back, and recover silently from a hangover—or pretend to have done your homework." In fact, Smith says, the online classes at Rio Salado can be more rigorous than classroom counterparts because "in a classroom, much of the information is coming from the teacher. Online, students have to take much more responsibility for the learning experience."

"Hundreds of students learning Spanish, German, and French online come from as far away as Kuwait and Alaska," explains Smith.

Founded in 1978 as "a college without walls," Rio Salado is the fastest growing community college in the United States. To accommodate this rapid growth, the college has developed a series of innovative ways for delivering foreign language instruction over the Web, including a "Beep The Tutor" program.

Through this innovation, a student can send a page via the Internet, and a language

continued p.40

ERIC

from p.39

tutor will respond 24 hours a day, seven days a week.

Initially, the college built its own course management system, but it is slowly migrating to the Anlon 4.0 system. Anlon Academic 4.0 is a state-of-the-art eLearning software platform that enables educational institutions to create and deliver web-based courses or technology-enhanced campus courses.

Faculty to adjunct ratios are high at Rio Salado with 650 adjuncts and just 20 full time staff teaching its courses to over 200,000 students. The demand curve is steep for languages, as all Arizona students are required to have four semesters of foreign coursework in order to graduate.

Language Party Line

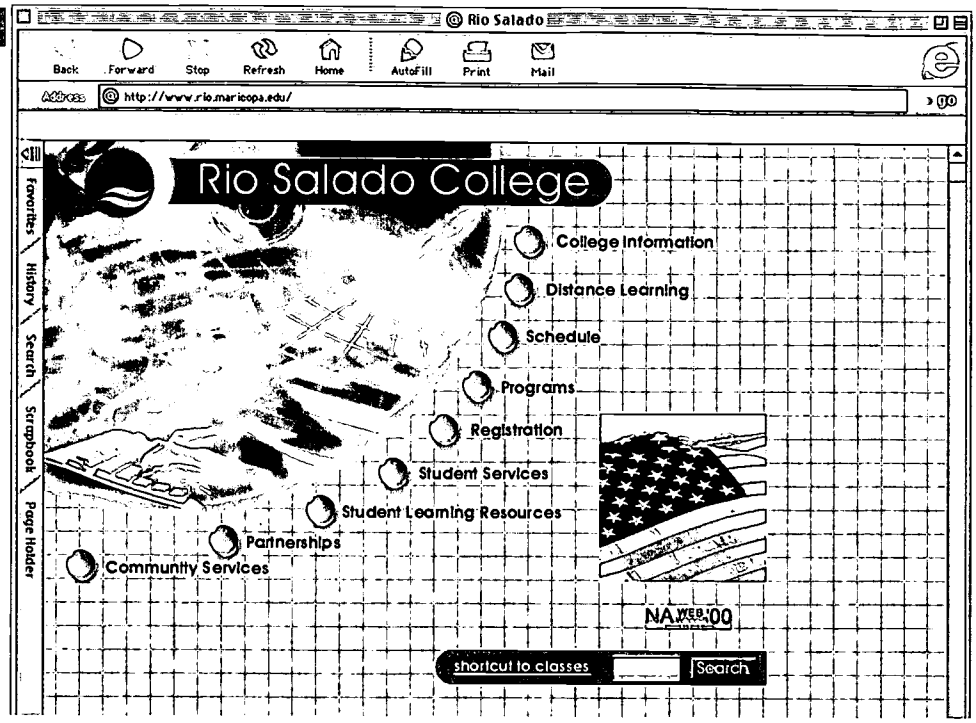
The learning results of Rio Salado's online language courses have been promising. "Students are getting the five skills," explains Smith referring to reading, writing, listening, cultural awareness and speaking. Speaking is accomplished through a voice mail system where each student is given an individual account. So production of a foreign language is verified, Smith says, "because this mimics the lab experience." Students leave spoken homework that the teacher retrieves, grades, and offers feedback on. Another method that Smith has used to get spoken interaction is a teleconferencing "bridge". During the party line, students are given part of a linguistic jigsaw puzzle that comes together when they interact collaboratively.

At the beginning of a course, students are sent a video series that was developed by McGraw-Hill and the Annenberg foundation called *Destineos*. Students are also provided with an orientation video that includes information on how to manage the discipline of an online class. Students must pass "capstone activities," that act as proficiency tests in order to get through a particular course.

"The media materials are superb," says Smith. "The students get exposed to a range of speakers for different ages and gender that they normally would not get."

Unfettered French

Dr. Katherine Watson, a renowned English-French translator, has taught at Coastline Community College in Fountain View, California for seven years. Coastline is an innovator in distance education. At one point, it developed and distributed over 60 percent of the nation's telecourses. Currently, Coastline is developing new telecourse-online hybrids and totally online that are being launched every year.



Dr. Watson teaches "French Topics Online" to 20-30 students each semester. Dr. Watson says that Coastline "would really like to have more than 200 enrollees per course," but she cautions against larger online classes. "I think that the kind of work the students and I all do for the course would not be possible with such a high number, and I am fairly certain that their progress would be nothing like what it has been. These people have been leaping over a lot of the inter-linguistic difficulties usually common in foreign language learning."

Dr. Watson uses e-mail, synchronous online chat for up to 12 hours per week, an asynchronous communication area, a "website of the week," with an associated critical thinking question, a myriad of French hyperlinks embedded in course material questions, and native French-speaking correspondents in real-time email exchanges. Watson found that students who entered the online chat rooms for more than an hour a week made the most progress as measured by ACTFL (American Council for the Teaching of Foreign Languages). Dr. Watson notes "fluency improvement has been amazing. Learners are able to attain advanced writing fluency skills in a single semester's work." She stresses that "technical support must be continuous and easily accessible to both instructor and students."

Dr. Watson uses multimedia tools as much as she possibly can. "As for audio and video, I use zillions of outside links that I suggest to students. These require Real Audio and Video, and also there are French in Action audio files available that I use with QuickTime." Dr. Watson's newest course, "Special Topics in French", is on offer this fall.

> "These people have been leaping over a lot of the inter-linguistic difficulties usually common in foreign language learning."

The Greatest Feat

Whether learning a language in a face-to-face context or at a distance, the task is not easy. American linguist Leonard Bloomfield characterized the enormity of endeavor in these words, "Language learning is doubtless the greatest intellectual feat any one of us is ever required to perform." The two online courses described at Rio Salado and Coastline seem to indicate that the "blood and sweat" has been put back into learning languages online, and the objections of critics are being met by innovators such as Vernon Smith and Dr. Katherine Watson. ■

Web sites: Rio Salado Community College: http://www.rio.maricopa.edu/

Dr. Watson's French Courses: http://dl.ccc.cccd.edu/classes/telecourses/french180/

Sources:

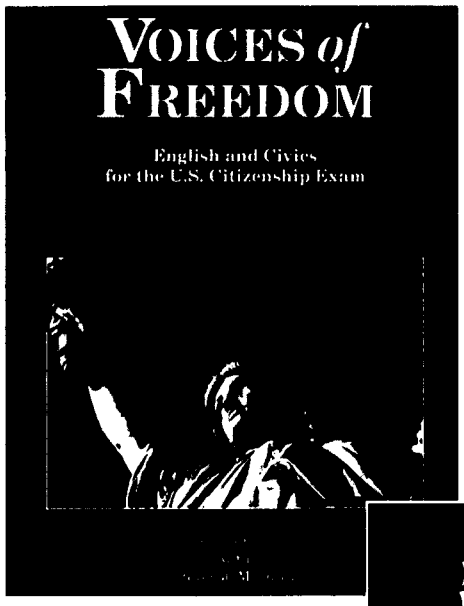
Bloomfield, L. (1933). *Language*. New York: Henry Holt

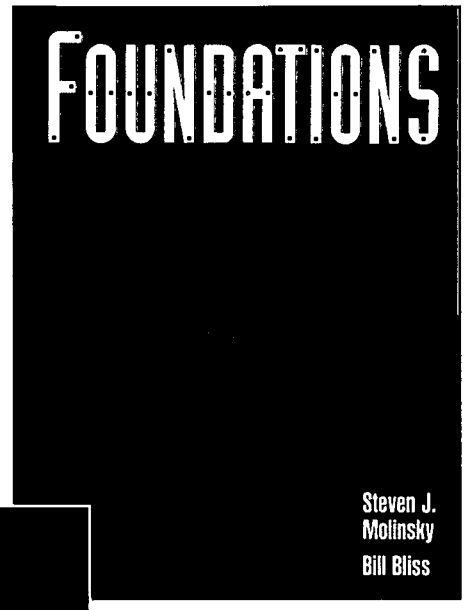
Krashen, S. (1981). *Second Language Acquisition and Second Learning*. Oxford, Eng.: Pergamon Press.

Matthews, J. (2000). Net gain. *Washington Post*, Sunday, October 15, 2000, p. W18.

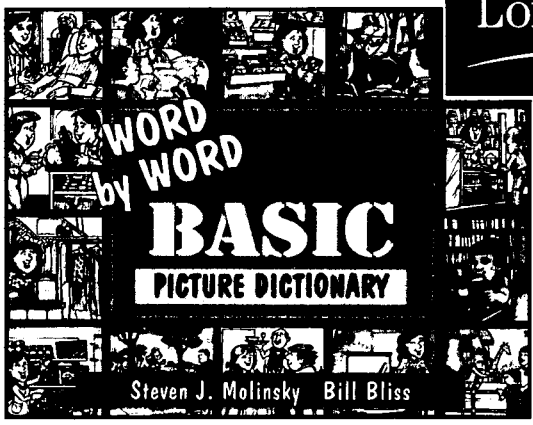
Splosky, Bernard (1989). *Conditions for Second Language Learning*. Oxford: Oxford University Press.

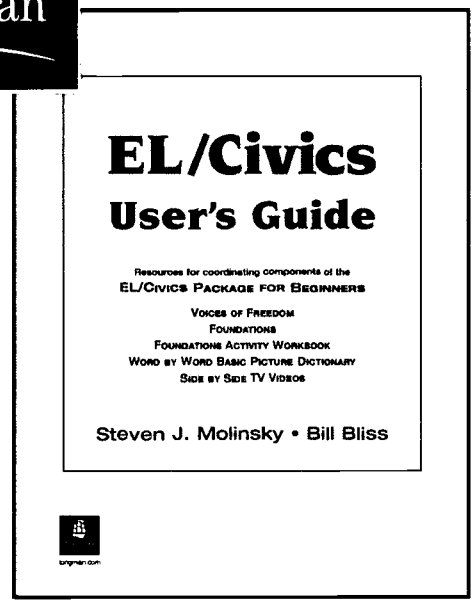
BEST COPY AVAILABLE





Longman





Think Longman ESL for EL/Civics

Life is full of choices, and we're here to help you make the best one for your students. Longman provides exceptional educational materials for ESL students from imprints you already know and trust like *Scott Foresman, Prentice Hall Regents and Penguin*.

So when you think about purchasing ESL educational products—think Longman ESL.

For more information about EL/Civics funding: VISIT OUR WEBSITE OR CALL:
www.longman.com/elcivics • 1-800-375-2375

Longman • Scott Foresman • Prentice Hall Regents • Penguin

Longman

Lessons for the One-Computer





Guadalupe is the owner of the store "La Canasta." She opens her business at 7:00 a.m. She usually wakes up at four in the morning so she can cook tamales. She also makes delicious "Champurrado". This is a hot drink. She is confident that she'll succeed in her business.

In the picture on the right she is taking a customer's money. She is giving the customer change.

Project #6 "Usually and Now"

The 6th project is appropriate for High Beginners and Intermediate students and above. The project requires the use of a camera. A digital camera is preferred for convenience, but is not necessary if a scanner is available. If neither is available, the project can be completed by attaching actual photographs to the written work. Students should have been introduced to and have practiced the Simple Present and Present Continuous tenses. This project provides more practice in writing, using, and contrasting the Simple Present and Present Continuous tenses.

The student will interview a community member, fellow employee, classmate or school employee. They will then take at least two pictures. The first picture will be a close-up "headshot" and the second photo or other photos will be of the person performing some easily identifiable action. In the interview, the student will ask questions about the subject's regular daily activities, the object being to write about what the person usually does (practice using Simple Present). The first paragraph of the written portion of the project describes those daily activities and is illustrated by the close-up photo. The second paragraph describes the action that the individual is performing in the second photograph (practice using Present Continuous).

Step 1) As with other projects in this series, preparation for this project includes creating a "model" document. (A model document is simply a template that you will use again and again by inserting a student's work into the document and resaving it under the student's name. This keeps each student's finished project similar to all of the others and you don't have to retype the descriptive information at the top and bottom of the page each time.) The title of the project goes at the top and the name of your class and the date goes at the bottom. I usually include the level of the class, the name of the class, the date, and my name in the description in 7pt or 8pt font size. The model for this project should look something like the model above.

Step 2) After creating the model document, introduce the project to the class and review the grammatical structures that the students will be using. Review asking questions about activities in the simple present ("What do you do?", "How often do you...?", etc.) and have them practice asking each other questions and recording answers. Give students an opportunity to think about who they would like to interview.

Step 3) Demonstrate use of the camera that the students will be using. Digital cameras that allow the student to immediately view the image they have just taken are preferable because they will alleviate the need for repeated visits in order to get a "good" photo.

Step 4) When you feel that the students are

Classroom

Barry Bakin's regular column focusing on activities and projects that the typical ESL teacher with minimal computer skills can implement in ESL beginning to advanced or multi-level classrooms equipped with a computer or computers. The activities use common programs found on most computers. At least one of the computers must be connected to a printer. The exercises are described in Windows/PC format. Apple/ Mac users can adapt the exercises to their particular platform.

For the purposes of this column, minimal computer skills means the ability to sit in front of a computer, create a basic document, save it to a file on either a floppy disk or the computer's hard drive, and print it out.

ready, they can be sent out either individually or in groups to interview their subjects. It is not necessary that every group bring a camera on the first visit if you send out more than one group at a time. The students can do the interview, write the "usually" portion of the project, and return to take the "action" picture or pictures at a different time. Remind students that the action photo or photos should clearly display an activity in progress. It is helpful to demonstrate the difference between "posing for the camera" (standing and facing the camera) and taking a photo of an actual action or "simulating" an action in order to take a clear photograph.

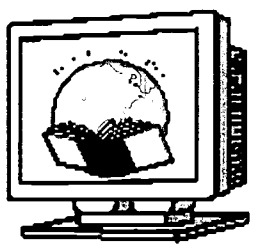
Step 5) After students return from the interview, check the photos (if possible) to make sure that the "action" or "actions" are easily identifiable. Save the model document with the student or team's name. Insert the photos into the renamed document and save it again. The student or students can then type their paragraphs directly at the computer or return to their seats and work on the written portion in their notebooks for later entry into the final document. An alternative order of steps which will save ink (if you're using a color printer) is to insert the photographs after all of the written corrections have been made.

Step 6) As each student or team finishes, check their work for errors or corrections one final time. Print out one finished copy for the student and one for display on the

As with last month's project, while completing the project is both a language task (interviewing the subject and writing the paragraphs) and a technology task (using the camera to take photos and the computer to create a document), the utility of the project as a source of language practice isn't completed with the successful creation of the document. Once several interviews have been completed and displayed on the wall, students can be given copies of the complete set for reading and comprehension practice. The interviews can be used as the basis of written or oral practice of the two verb tense forms: "When does Guadalupe usually wake up?"; What does she do after she wakes up?"; "What is she doing in the picture on the right?" etc. Answering the questions could be turned into a lively competition if the class is divided into teams.

Tips for working with computers and

continued p.44



World of Reading, Ltd.
Should Be Your Only Source for Foreign Language and ESL Materials



Software for PCs and Macs from preschool to adult - Over 100 languages - Beginning level to AP
Literacy and Beginning ESL to Business English
Practice for TOEFL and TOEIC
We also offer Foreign Language and ESL Books, Tapes and CDs, DVDs, Videos and Multicultural T-shirts and Sweatshirts

World of Reading, Ltd.
P.O. Box 13092
Atlanta, GA 30324-0092
800-729-3703 or 404-233-4042
Fax 404-237-5511
E-mail: polyglot@wor.com

Call for our print catalogue or visit us online at:

www.wor.com

We are available to do workshops and demonstrations of software - call or e-mail for details.
Let us make recommendations of software for you based on your needs - we have software from publishers worldwide and try out all that we sell!

Monolingualism can be cured!!!!

from p.43

beginning students:

- Save the student's work often since students without a good deal of computer experience are likely to completely erase whatever it is that they have worked on for the last twenty minutes.
- Be patient since the same student is also likely to turn off the whole computer.
- It is a good idea to keep one eye on the class and one eye on the student working at the computer.
- Watch out for the computer freezing or the student getting sidetracked in different programs and opening different windows.
- Identify students with more experience or who are natural learners and have them act as assistants. Let them do each new project first so that they can help the other students who follow.
- Create a new document to help you organize and print out the completed projects. For this project, call the new document "Usually and Now Book". As each student finishes, copy the entire page (Edit/Select All, Edit/Copy) and then paste it into the "Usually and Now Book" as a new page (At the end of the last page use Insert/Break and then pick Page Break. Then use Edit/Paste). This allows you to print out a complete or partial set of pages without having to open each student's document individually. ■

Barry Bakin is an ESL Teacher and Teacher Advisor in the Los Angeles Unified School District. He teaches at Pacoima Skills Center.



***Language's* regular look at what is new in the world of language learning multi-media products and services**

Heinle & Heinle to Host Web Cast



HEINLE & HEINLE PUBLISHERS, a Thomson Learning Company, will host the first international Web Cast for teachers of ESL/EFL on Wednesday, November 7, 2001. A pioneer in the field of ESL/EFL instruction, Dr. Diane Larsen-Freeman, Professor of Applied Linguistics and Interim Co-Dean at the School for International Training in Vermont, will present "Grammaring in the ESL Classroom" and will answer questions during this live, interactive video conference via the Web. In conjunction with the Web Cast, the School for International Training will offer one continuing education unit.

Known for her research in the field of grammar, language acquisition, and teacher education, Dr. Larsen-Freeman is the author of *The Grammar Book* (with Celce-Murcia, Heinle & Heinle 1983, 1999), *Teaching Language: From Grammar to Grammaring* (Heinle & Heinle, forthcoming), and is the series editor of *Grammar Dimensions* (Heinle & Heinle, 1993, 1997, 2000). Dr. Larsen-Freeman has been a faculty member at the School for International Training for over 20 years.

For more information and to register for the free event, visit www.heinle.com ■

Networks for EFL Teachers

TEFL.Net

...because you teach English

Communities for EFL Students

EnglishCLUB.com

...because people speak English

Parlo at the South Pole



WHEN IT COMES to distance learning, Noelle Lalario and Meg Davis may be setting a new record. Although they're confined to a snow-bound building in the coldest and most remote place on earth, they're learning to speak new languages using interactive lessons.

Lalario, Davis and their coworkers are hunkered down for the long and sunless polar winter at McMurdo Station, Antarctica, where the thermometer outside dips well below the temperatures found in most freezers.

Because of these conditions, McMurdo residents are always looking for interesting ways to spend their free time including studying online with Parlo Inc. at www.Parlo.com

"What a great chance for us to learn a language!" said Lalario, who works for Raytheon Polar Services at McMurdo.

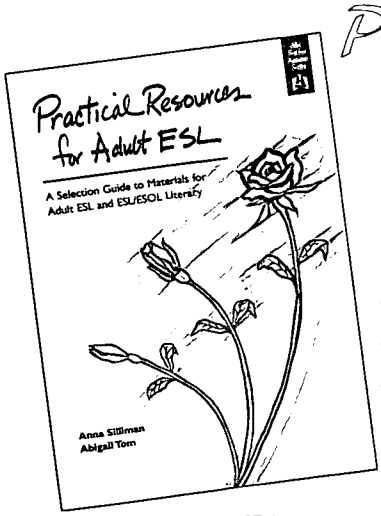
Some of the workers plan to put their new skills to work during vacations after their polar assignments. "I'm planning to visit my brother in Venezuela after leaving Antarctica," said Meg Davis, who works for Raytheon in the supply department. "It's great to have Parlo available to help me improve my very rusty Spanish."

"We have several hundred employees who remain in Antarctica (at McMurdo and other locations) throughout the long dark winter months. We're delighted with the opportunity to provide online language instruction for them," said Elaine Hood, a US-based spokesperson for Raytheon Polar Services, a contractor for the National Science Foundation's US Antarctic Program.

With penguins far outnumbering people, the South Pole offers few opportunities for in-person language tutoring. And ordering language books, tapes or CD-ROMs is usually not an option. Shipping anything to Antarctica is expensive at the best of times and impossible for most of the polar winter. Online education provides an effective but weightless alternative that requires no shipping, just an Internet hookup, available via satellite at McMurdo.

Raytheon's employees can now study Spanish, French, German, Italian and English via Parlo's in-depth online courses and unique "e-Lessons"—interactive and audio-enhanced lessons delivered by email.

These effective and convenient instructional materials include cultural tips, travel and business vocabulary, interactive simulations of common situations, dialogues and quizzes. ■



Practical Resources for Adult ESL

Anna Silliman and Abigail Tom

Your Ultimate Selection Guide to Materials For Adult ESL and ESL/ESOL Literacy!

Over 260 reviews on materials for:

- Literacy Instruction
- Teaching Activities
- All Four Language Skills
- Grammar and Vocabulary
- Culture and Citizenship

And more!

Alta Book Center Publishers
14 Adrian Court Burlingame, California 94010 USA
Phone: 800 ALTA.ESL • 650.692.1285 (International)
Fax: 800 ALTA.FAX • 650.692.4654 (International)
Email: info@altaesl.com • Website: www.altaesl.com

ISBN 1-882483-80-4
$13.95 (plus shipping and handling)

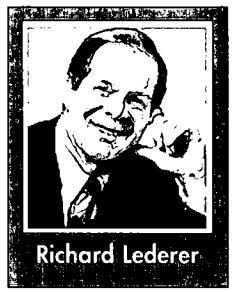
LIAR, LIAR, Pants On Fire



Writing letters of recommendation is no easy task. Take it from me, who during my 28 years as an inmate in the house of correction (of composition), was asked to write thousands of such statements.

For one thing, it is exceedingly difficult to honestly evaluate a person with whom you have worked closely, whom you have taught or near whom you have lived. And these days your statements may not be confidential. The person you are recommending can exercise a legal right to read your letter—and can even sue you if the contents offend his or her sensibilities or are insufficiently substantiated.

Don't despair. A solution is at hand in the form of L.I.A.R., a bacronym for Lexicon of Intentionally Ambiguous Recommendations (about 15 years old and, alas, long out of print), by Robert Thornton. Thornton's loopy guidebook uses cleverly ambiguous phrases to steer a sane course between the Scylla of the desire to write an honest, informative recommendation and the Charybdis of the wrath of the recommendee and the threat of a lawsuit. Now it is possible to write statements about a candidate's personal qualities, work habits, and motivation that are so ambiguous they are guaranteed litigation-proof because they can be interpreted both positively and negatively.



Richard Lederer

If the candidate has been habitually absent from work, for example, you can write, "A man like him is hard to find," which can mean either "He disappears frequently" or "He is an unusually fine employee." If she is afflicted with alcohol or drug problems, "She was always high in my opinion" or "We remember the hours she spent working with us as happy hours" or "I would say that her real talent is getting wasted at her current job" will do the ambiguous trick.

What to say about an employee with a criminal background? Try "He's a man of many convictions" or "She has a long and notable record" or "While he worked with us, he was given many citations" or "Give her the opportunity and she will forge a name for herself."

For beleaguered teachers like me, wing to the college admissions offices Janus-faced statements on the order of "There is nothing you can teach a student like this" or "I would place this student in a class by herself."

If you want to fudge just plain incompetence on the job, slip in any of these pushmepullyou testimonials from L.I.A.R., each of which manages to praise and damn at the same time:

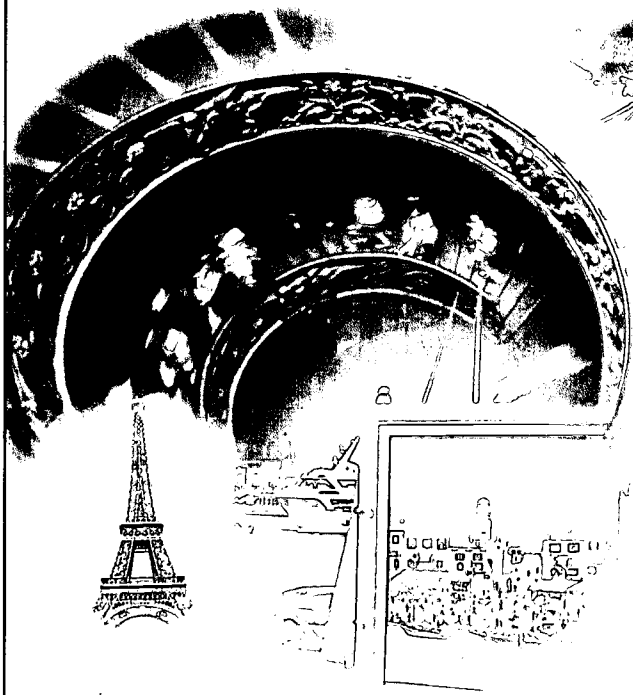
- You'll be lucky to get this person to work for you.
- I cannot recommend this person too highly.
- I recommend this candidate with no qualifications whatsoever.
- She has made immeasurable contributions to our firm.
- Nobody is better than this man.
- I found myself frequently raving about her work.
- We were teetering on the threshold of bankruptcy last year, and her efforts pulled us through.
- For the services he has rendered to our firm over the years, we find ourselves deeply indebted.
- I would place her research on the cutting edge.
- In all the discussion he and I had over the years, his salary never came up.
- I simply can't say enough good things about her.
- He was never away from his job too long.
- She is now ready to strike out in a career.
- Whatever task he undertakes—no matter how small—he will be fired with enthusiasm.
- I am pleased to say that this candidate is a former colleague of mine.
- On the job he is always trying.
- He is a difficult person to replace.
- She is one of the most discriminating people you'll ever meet.
- He will take full advantage of his staff.
- She takes a lot of enjoyment out of her work.
- His input was always critical.
- She works without direction.
- He works effortlessly and without direction.
- To get the job done, we need ten employees like her.
- You should seriously consider initiating an offer, since she probably won't apply herself.
- When she worked for us, she never did anything halfway.
- We were forever asking him for new ideas.
- He is only 30, but he has the mental faculties of a man three times his age.
- Her potential clients always wound up giving her the business.
- Attacking a difficult challenge, he never thinks twice.

Gleaming/gloomy statements like these demonstrate that language can fly in the face of the physical law that pretends that two things can't occupy the same space at the same time. In language, including statements of recommendation, two bi-polar meanings can do just that. For many months, I've wanted to write this column very badly.

And now I have. ■

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

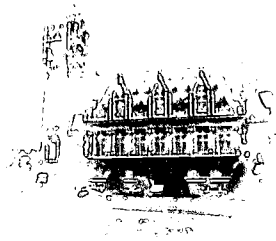
ERIC





Autumn Enrollment

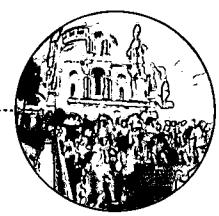
2002



Global Vistas, The Educators' Choice

The July/August issue of American Language Review carried a persuasive article ("The Value of Travel," page 51) about the benefits of educational travel for students and teachers.

The article features three well-traveled educators; Christy Johnson of Louisburg, Kansas, Robert Grenier of Walpole, New Hampshire, and Charlie Wieners of Drexel Hill, Pennsylvania.



Christy, Robert and Charlie surely qualify as experts—they average nearly 20 years of student travel apiece, with 12 different companies. They share a good deal more, however, than just their belief in the benefits of student travel.

All three travel with Global Vistas. They have for years.
Sure, they've tried the others.
Now, they all call Global Vistas "home."

Find out why. It's a real education.

Travel FREE With 6

With Global Vistas, you travel for free with 6 paying participants.
Extras earn you the highest cash stipends paid anywhere.
Come over from a competitor company, and add hundreds of dollars in Experience Bonus cash every time you travel.

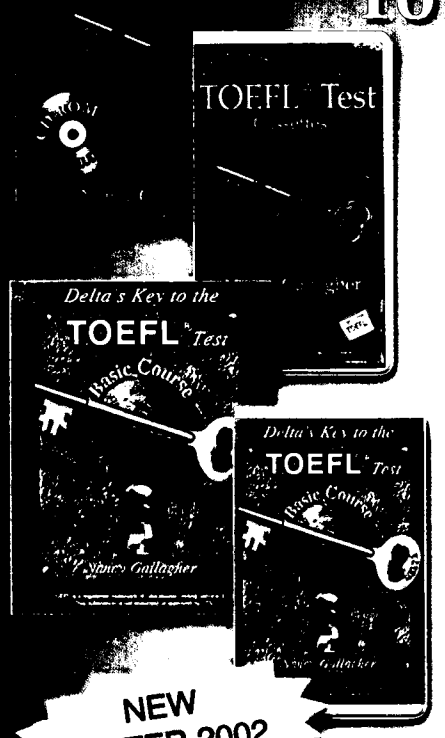
Global Vistas
Where quality is the difference.

It's time you came home–to Global Vistas.

www.globalvistas.com ○ 1-800-757-5580 ○ "The Class of the Field"©

TOEFL Test

Your Key to TOEFL® Success!



What Delta's book has that the others do not:

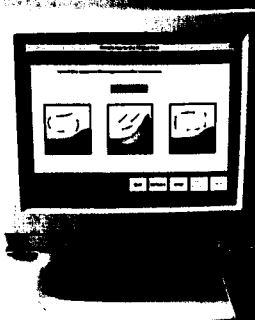
- *Excellent value–2,300 TOEFL questions*
- *Discussions of all computer-unique question types*
- *Learning theory underlying five-part unit design*
- *Interactive classroom activities to extend skill practice*
- *Charts to monitor progress on all quizzes and tests*
- *Six hours of listening material on 5 cassettes*

The coursebook contains enough TOEFL practice material for up to twenty weeks of study, a complete description of the computer-based and the paper-based tests, and built-in flexibility for tailoring a program to individual needs. Fifty-four units build confidence and proficiency through regular practice and monitoring of progress. *"...an excellent preparation text for the TOEFL...a comprehensive, adaptable and straightforward guide to...mastering necessary TOEFL test skills and concepts."*

American Language Review-Sept/Oct, 1999

New for Intermediate TOEFL Students! Our Basic Course is an introduction to the TOEFL for students currently in the 400-500 TOEFL score range (90-170 on the computer test). The text and cassettes are suitable for classroom, laboratory, or independent study.

NEW WINTER 2002



Call to request a FREE Demo CD-Rom

A companion CD-ROM with the same high standards of quality and authenticity.

- *All new material 1,200 TOEFL questions*
- *Ten full-length practice tests for the CBT*
- *Option to take complete test or individual sections*
- *Option to save work to resume later*
- *Print feature for essay and score summary*

DELTA IS...

Bigger

Delta has the most comprehensive resource catalogs in the industry, featuring over 100 of the leading publishers in **ESL** and **Foreign Language.**

Cheaper

Unlike other distributors, Delta Systems maintains below publisher pricing* on most items.

Faster

All in-stock items are shipped within 24 hours of the next business day... GUARANTEED.

Smarter

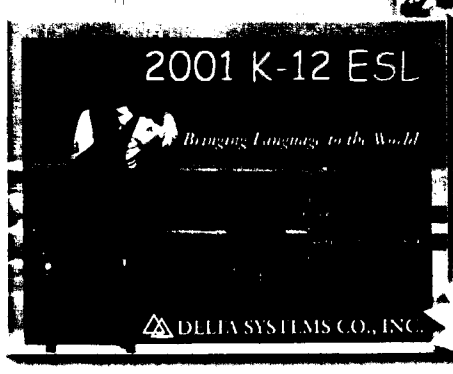
Our website allows customers the ability to search our 5 catalogs and order 24 hours a day. (Orders placed through our secure website receive a special WEB DISCOUNT)

www.delta-systems.com

Better

We offer a bigger, cheaper, faster, and smarter approach which makes us better at providing language materials for today's consumer.





CALL FOR A FREE CATALOG

1400 Miller Parkway
McHenry, IL 60050

Toll Free (800) 323-8270 or (815) 363-3582
Fax Toll Free (800) 909-9901 or (815) 363-2948
www.delta-systems.com

IN KOREA CONTACT
Compass
2F, Mooi Bldg. 1360-17, Seocho
Phone (02) 3471-0096 or Fax (02) 3471-0360

THE MAGAZINE OF COMMUNICATION & EDUCATION

$4.95 US / $7.50 Canada / 6.95 Euros

Language magazine

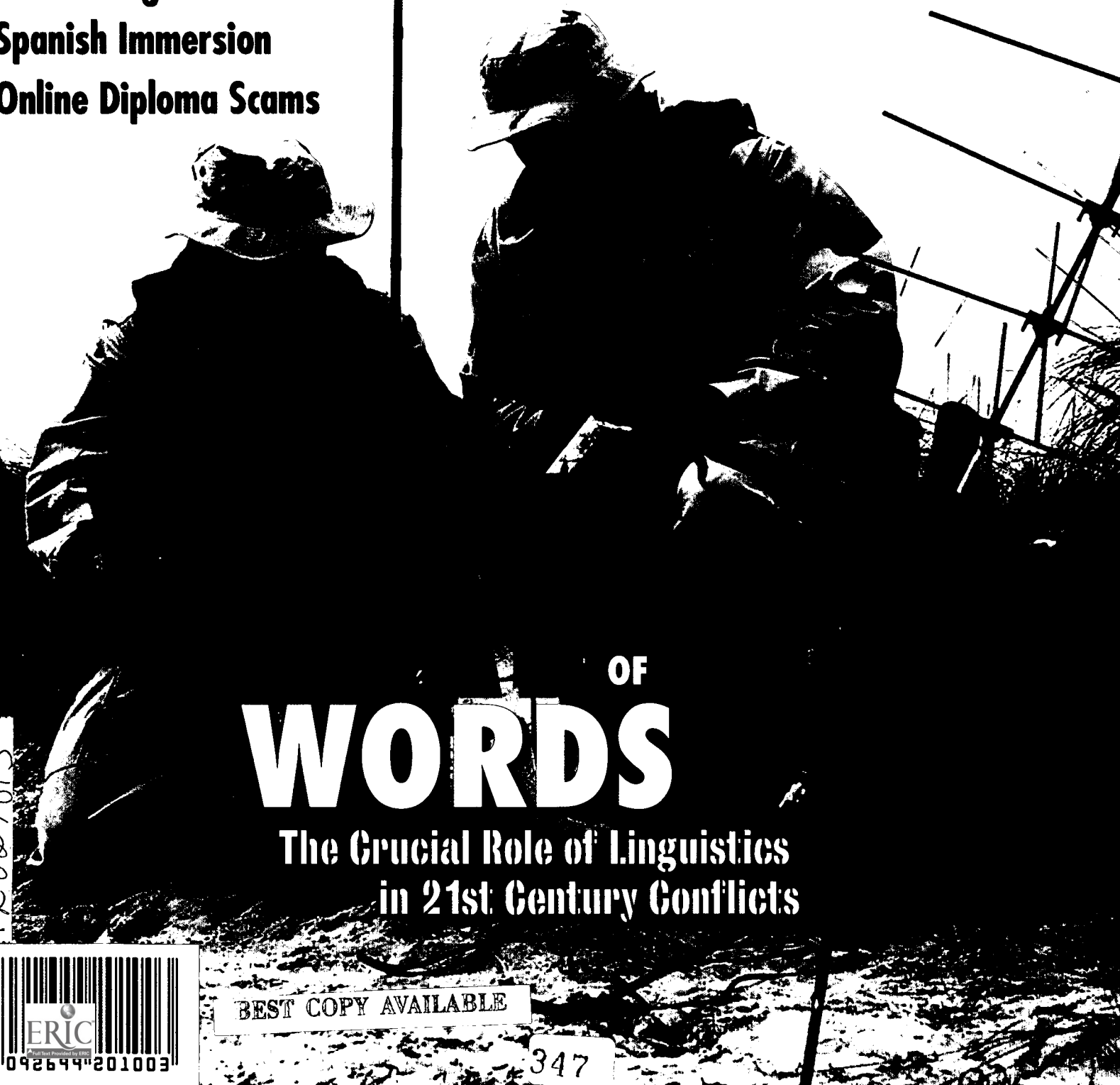
November 2001

Bilingual in the Big Apple

Translating Terrorism

Spanish Immersion

Online Diploma Scams



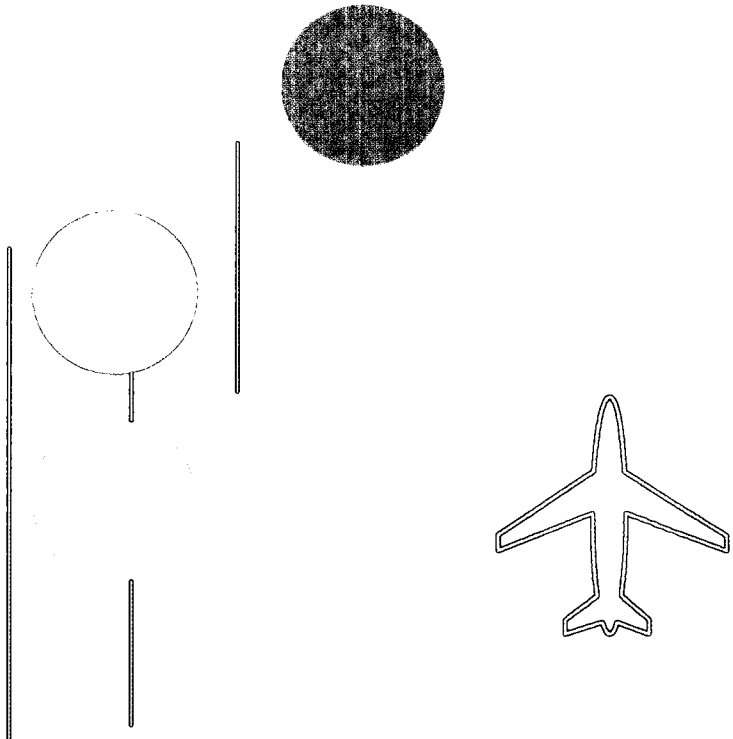
WORDS OF

The Crucial Role of Linguistics in 21st Century Conflicts

BEST COPY AVAILABLE

347

ERIC Full Text Provided by ERIC
092644 201003



A classroom doesn't have to be.

A classroom can be anywhere students learn. Be that a festival in Madrid, a class picture at the Arc de Triomphe, or a splash in the Trevi Fountain. We're Explorica, an educational travel company built for the 21st century. By using the internet to streamline the process and allowing teachers to travel for free, we not only make it easier for you to take your students abroad, but also let you spend more time with them once you get there. Enriching their experience. Even sending digital pictures and e-mails to family back home. In short, we make it easier for teachers to do what they do best. Teach.

To learn more, log on to explorica.com or call us at 888.310.7120.

Come visit us at the 2001 ACTFL conference at booth #718 & #720, November 16th-18th in Washington, D.C.

© Copyright 2000-2001 Explorica, Inc. All rights reserved.

ETS Educational Testing Service

What's a good reason to use ITP?

(A) To place students and measure their progress in English language courses

(B) To screen for scholarship awards

(C) To assess general English proficiency

(D) All of the above

ITP TOEFL is the TOEFL® Institutional Testing Program created by test specialists at ETS. You can assess the proficiency of your students independent of any curriculum or teaching method. Also, it's an excellent way to predict performance on the official TOEFL test too!

ITP is fast, convenient, affordable and available worldwide!

Visit our Web site at www.toefl.org

For more information contact:

1-800-446-3319



TOEFL®

Test of English as a Foreign Language

345

ERIC

Copyright © 2001 by Educational Testing Service. All rights reserved.

Educational Testing Service, ETS, the *ETS logo*, *TOEFL*, the *TOEFL logo* are registered trademarks of Educational Testing Service.

November 2001 Volume 1, No. 3 (ALR Volume 5, No. 7)

Language magazine Contents

ON THE COVER: The evolving nature of conflict in the 21st century is placing new demands on language trainers of military personnel. **Steven Donahue** describes how the Pentagon is responding to the challenge through the use of technology and distance education.

People with skills in certain foreign languages could consider a role in the U.S. military as a soldier-linguist, explains **SSG Bill Hudon**.

PAGES 27-30



The Thinker by Auguste Rodin

SPECIAL REPORT: Satisfying the creative urge is the single most important factor in education, argues **Mark Juszczak**. **PAGES 24-25**

FEATURES

BILINGUALISM: **Elena Tate**, who won the first prize for her non-fiction entry in the "Communicating in a Multilanguage City" contest in New York, describes how language is not the only barrier that can separate people.

In the first of a series of articles, **Charles Heinle** discusses the development of second language communication skills in adult learners. **PAGES 13-18**

LANGUAGE TRAVEL: How travel incentives are motivating Harlem students.
PAGE 20

LINGUISTICS: **Dan Rafter** explains how linguistics software is helping to track down international criminals. **PAGES 21-22**

STUDY ABROAD: Briefs on some of the most popular Spanish Immersion destinations to help you plan your trips. **PAGES 32-34**

DIALECTS: **Carmen Fought** discusses the Chicano English dialect of the Southwestern United States. **PAGES 38-40**

ELECTRONIC EDUCATION: **Arnie Cooper** cautions against online diploma mills.

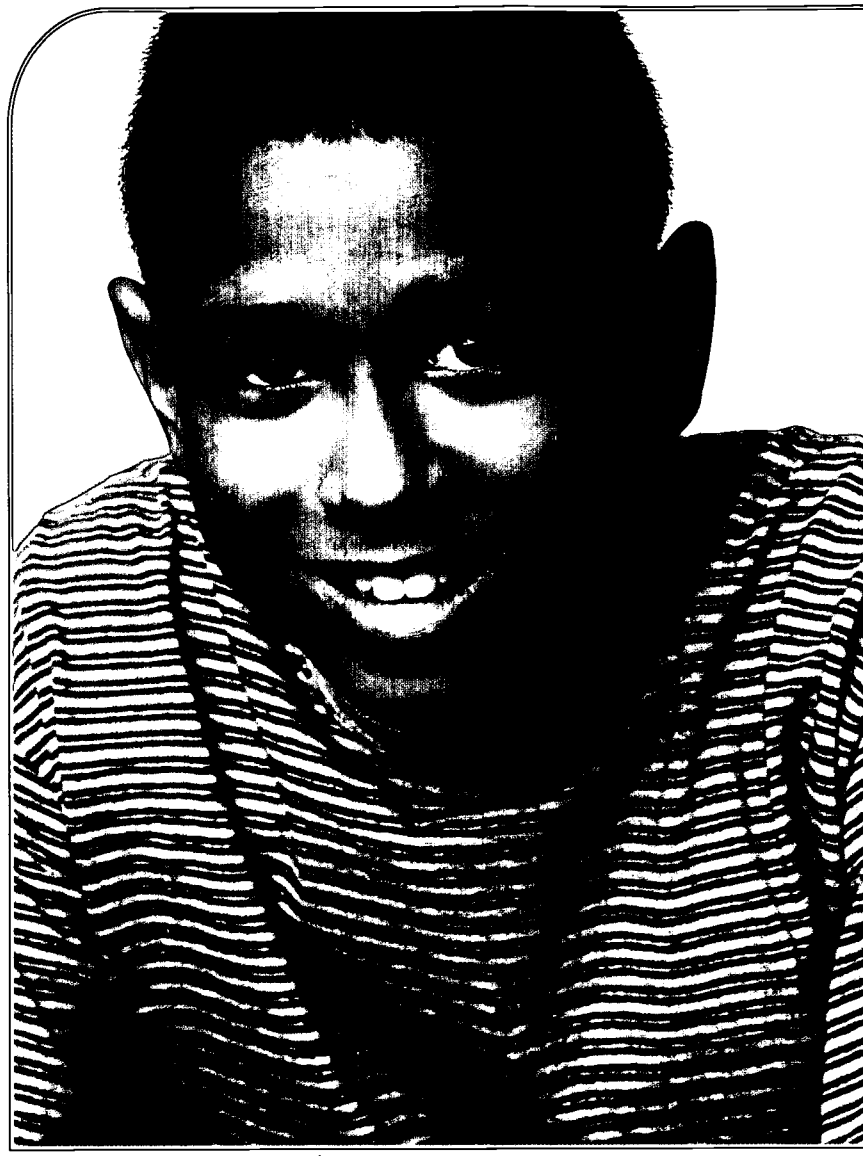
James Murray tests out the Sony Soloist/Vocalist program.

Barry Bakin continues his lessons for the one-computer classroom.

PAGES 42-45

Departments: Editorial **6**, Letters **8**, News **10**, Book Reviews **36**, Last Laugh **46**

COVER PHOTOGRAPH: The United States Military is constantly evolving and adopting more sophisticated communication technology in a bid to fight the War on Terrorism.



Introducing
ELLIS Kids ™
The most anticipated English training software in years.

As the trusted leader in English training software for over 10 years, ELLIS now offers an exciting new program–ELLIS Kids. With the same level of excellence of other products in the ELLIS family, ELLIS Kids offers powerful language instruction to school-aged learners.

Offering hundreds of hours of fun instruction, ELLIS Kids helps students cope with and succeed in everyday situations. They'll learn vocabulary and communication skills for places like the classroom, store, and hospital as well as learn to converse effectively with friends, teachers, and others.

Now we're speaking your language.

(And so are they.)



ELLIS

sales@ellis.com

ELLIS Kids is the most educationally sound software available. With tons of multimedia instruction and native language guides, ELLIS Kids can help beginning and intermediate learners to develop the essential language skills they need to be successful.

To find out more information on this highly anticipated program, contact us at **866-ELLIS-4U** or visit **www.ellis.com**.

Give your students the chance to succeed.



Languages in the Loop

IN BURLINGTON, North Carolina, 13 textile managers sit at a conference table plowing through their Spanish lessons.

"Do you have, Do you have ... how do you say that again?" asks Ken Barnwell, vice president of human resources at Great American Knitting Mills Inc.

"*Tienes*," says Bill Sheely, vice president of operations. Five years ago, when Ken and Bill's teacher, June Newsome, started teaching Spanish in the workplace, she had one class of less than enthusiastic students. Now, she teaches four classes of highly motivated learners.

"They really want to learn. They see how important it is. As soon as I finish a class, they call and say they have another one ready for me," she says. Across the U.S., from the work floor to the boardroom, at the mall and in the street, there is a new attitude towards monolingualism.

We're learning another language.

For most Americans, this new language is Spanish. Hispanics are the fastest growing minority group in the U.S. and many businesses have realized that they cannot get by with English only in the workforce. "Business people can't be isolationist anymore," says Jason Coleman, coordinator of Hispanic Educational Programs at Alamance Community College in Burlington. "You can't sit in and think you'll get along fine just knowing English."

Many of those who are taking up Spanish live in states that have experienced rapid growth in their Hispanic population in recent years. For example, in North Carolina, there has been a 400 percent increase in its Spanish-speaking residents.

One in three people owe their employment to overseas trade. As the U.S. becomes plugged in to the global economy, more Americans are becoming aware that English, the global language, needs to be supplemented by knowledge of at least one other tongue. As Jason Coleman says, "People are starting to recognize that one of the bottom lines of the new business order is, 'If I'm bilingual, then my job opportunities are going to go through the roof.'"

The vogue for Spanish has carried all the way to the top of Capitol Hill. When Mexico's president, Vicente Fox, visited Washington recently, he was greeted by President Bush who said, "*Quien tiene buen vecino tiene buen amigo.*" ("He who has a good neighbor has a good friend.") Mr. Bush is the first president to give his weekly national radio address in Spanish. His first foreign trip was to Mexico, his first European trip was to Spain, and Fox was the first foreign leader invited for a state visit. Even the updated White House Web site Mr. Bush helped launch recently includes Spanish translations. Following Mr. Bush's example, U.S. politicians, no doubt with their eyes on 35 million Hispanic voters, are taking up Spanish lessons with gusto.

No matter what the motivation is for learning another language, it represents a positive step towards a better understanding of another culture and its people. But we must always be aware that, as Elena Tate writes in our feature article this month (see p.13), there are barriers between people that run far deeper than linguistic differences, including education, working conditions and standards of living. Knowledge of another language can help bridge the divide between people of different socioeconomic and cultural backgrounds but it can also make the learner more painfully aware of a chasm that cannot be crossed.

Language learning may not be the panacea for all of our societal ills but it can open doors to a better understanding of these problems. As Scott Boyle, program coordinator for International Languages and Culture at Alamance Community College puts it, "Learning [another language] isn't going to save the world, but you need everything you can get."

Ben Ward, Editor

352

Language magazine
formerly American Language Review

Executive Publisher Fred Maudesley

Publisher/Editor Ben Ward
Europe Editor James Beetham
Consultant Editor Daniel Ward

Book Reviews Editor Karen Russikoff
Dialects Editor Walt Wolfram
Features Writer Steven Donahue

EdTech Writers Barry Bakin, Arnie Cooper
Last Laugh Richard Lederer

Contributors Carmen Fought, Charles Heinle, SSG Bill Hudon, Dan Rafter, Elena Tate, Mark Juszczak

Marketing Nick Bolitho, Laurie Deddens
Production and Web Design Kire Productions

National Offices 11271 Ventura Blvd, Suite 513, Los Angeles, CA 91604
Telephone (818) 763-8527
Fax (818) 763-8529

Editorial
editor@languagemagazine.com
Advertising
info@languagemagazine.com
Subscriptions
subs@languagemagazine.com

Language Magazine is published monthly. Subscription rates: $24.95 (U.S./Canada), $59.95 (Abroad) per year.

Distributor Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050

Language Magazine is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.
© 2001 Language Media, LLC.

Language Magazine is abstracted and indexed with ERIC.

BEST COPY AVAILABLE

TEACH

anyone,
anywhere,
any lesson,
any language,
anytime.

CAN 8®
VirtuaLab™

Any questions?

The world's first and most personal virtual classroom.

can8.info **All the answers at all times.**

- In 1992 CAN-8 was the world's first virtual language lab.
- Growth has doubled every year. Now classes are conducted in 17 countries.
- Labs in one country are used by students and teachers in another country halfway around the world (*and that's as far as you can go before you start coming back*).
- The language lab, the teacher and the students can each be at work in different parts of the campus or world.
- CAN-8 delivers lessons live in real time with voice communications anywhere.

Please visit us at ACTFL 2001 at booth #530 in the Washington Convention Center, Exhibit Hall D, November 16 through 18.

CAN-8 was created to match teachers' specifications to best serve their students.

OUR CLIENTS SPEAK

Since we installed the CAN-8 VirtuaLab in 1992, student demand has required that we acquire two more labs and double the hours that we keep our labs open. The students consider the CAN-8 system an integral, significant component in their success in language studies. The teachers enjoy being able to customize materials for their students and greatly appreciate the ability to check student work, give feedback and do testing on the system.

The reputation of our language program has been enhanced and we continue to attract more students. As a result, we are adding our fourth CAN-8 VirtuaLab this year.

Professor M. Allard, Head, Language Institute, Seneca College

LETTERS



Language Magazine is "Making a Difference"

Greetings from Japan!

I just got a copy of the October 2001 issue of *Language Magazine* and was very impressed with your editorial "Making a Difference" (p.6) on the terrorist attacks and the implications for language teachers. I especially liked the focus on "language and peace."

If possible, I'd like to reprint this in the *Global Issues in Language Education Newsletter* which I publish for the "Global Issues" SIG of the Japan Association for Language Teaching (JALT). This newsletter goes out to 500 language teachers in Asia and around the world who would be stimulated by your editorial and interested in your magazine.

Please let me know if I can have permission to reprint this editorial and publicize *Language Magazine*.

Kip Cates
Editor, *Global Issues in Language Education Newsletter* Past chair, TESOLers for Social Responsibility (TSR)
Tottori University, Japan

[Thanks Kip! We are always glad to grant reprint rights to articles and opinions expressed in Language Magazine *as long as permission is sought and appropriate credit is given. We appreciate receiving a copy of the reprinted article for our files – Ed.]*

An "Enduring Commitment" to *Language Magazine*

Greetings from the heart of the Andes! I want to take this moment now to reaffirm our commitment to you and say once again how pleased we are to have an enduring relationship with *Language Magazine*, you are doing a great job and I personally consider you as the "Bible" for students and agencies looking for Language Programs Abroad.

I am a sus ordenes!

Diego del Corral
Educational Program Director
Academia Latinoamericana de Espanol (Ecuador - Peru – Bolivia)
Quito, Ecuador

Logical Balance Must Be A Goal With Regard To Student Visas

There is no question that increased scrutiny of foreign students applying for visas to study in the United States is a must. But, in turn, a logical balance must be struck. Our nation is built upon freedom of thought and expression, and I for one, would be very disappointed if we were forced to turn away "innocent" students because of the actions of terrorists. I hope with issue is resolved with logic—not fear.

Susanne Williamson
ESL Instructor
Cape Cod, Massachusetts



Trust Hollywood to Remind Us of Perfect World

"Breaking the Language Barrier" by Steven Donahue (*Language Magazine*, October 2001) started by mentioning the movie *Pay it Forward*—if only it were that simple! Obviously language would play a vital role in the on-flow of the "pay it forward" premise but to actually think something so fanciful could ever happen is ridiculous. But we can live in hope can't we? Despite something so unlikely, it was good to know that organizations such as People-To-People and Friendship Force International are on the frontline, preaching goodwill and with the sole objective of peace.

Emmet Andrews
Atlanta, Georgia

Tristan da Cunha Sounds Like the Place To Be Now

The old adage "You learn something new everyday" came to mind when I read about Tristan da Cunha in Daniel Schreier's article "The World's Loneliest Dialect"(*Language Magazine*, October 2001).

I didn't even know the island existed, but it sure sounds like a cool place to move to with all that is happening in the world right now. I'd even enjoy learning the idiosyncrasies of their adopted English. I really enjoy the Dialects series—keep up the good work!

Martin Robertson
New York, New York

Xenoglossy: "I Heard What You Said" But ...

Although I have never witnessed such a phenomenon and don't doubt the word of those who have, I can't help but remain skeptical about Xenoglossy ("Xenoglossy: What Did You Say", *Language Magazine*, October 2001). But the story was certainly interesting.

Melanie Ambrose
Phoenix, Arizona



Need Business English Certification?

Are you TEFL qualified but needing Business English certification?

American Business English Internet School offers the Certificate in Teaching Business English (CTBE) online! Enhance your professional skills:

- Learn anytime/anywhere with leading edge technology
- Comprehensive, proven program including all essential aspects
- Frequent interaction and feedback
- Expert, friendly, 24/7 instructors

For more information or to reserve your place for the next online session, please send email to ***CBTE@bizenglish.com***
Also visit us online at: ***www.bizenglish.com***

Powerful, innovative Business English Teacher Training!

NRCSA

The National Registration Center for Study Abroad

Since 1968 NRCSA staff have visited and evaluated thousands of schools around the world that teach the language and culture of their country to foreign students. We choose 'the best' in their respective areas, working only with those schools that offer quality programs and maintain high student ratings. Quality is important to us and to the many institutions with which we work.

During the past 34 years we have assisted hundreds of thousands of students including teens, university age, teachers and other professionals. Over 200 US universities currently have formal programs with NRCSA Consortium schools giving students the opportunity to earn academic credit toward undergraduate or graduate degrees. NRCSA has also organized innumerable programs for both individuals and groups at the high school level, making available the study abroad experience to teens from around the world.

In the Spanish-speaking world alone NRCSA works with over 40 different schools in 12 different countries. Schools in Central America, South America, the Caribbean and Spain are all available offering short-term and long-term programs with most having a minimum duration of just 2 weeks.



Check out our website at http://www.nrcsa.com
or e-mail us at study@nrcsa.com
You can also reach us by calling
(414) 278-0631 or by fax (414) 271-8884.

NRCSA
Living the Language & Culture!

MARQUETTE UNIVERSITY

MARQUETTE UNIVERSITY STUDY CENTER AT THE UNIVERSIDAD COMPLUTENSE DE MADRID

Over Thirty Years of Experience

- ❖ Semester or Academic Year
- ❖ Courses Taught in Spanish
- ❖ Small Class Sizes
- ❖ Complutense Courses
- ❖ Museums
- ❖ Theaters
- ❖ Festivals
- ❖ Open-air Markets
- ❖ Excursions
- ❖ Home Stays
- ❖ Orientation
- ❖ Resident Director

Marquette University Study Center in Madrid
College of Arts & Sciences, Marquette Hall 208
P.O. Box 1881
Milwaukee, WI 53201-1881

Phone: (414) 288-7059
Fax: (414) 288-5521
madrid@marquette.edu
http://www.marquette.edu/as/madrid

Different Approaches to Student Travel

SCHOOL officials are scrutinizing international travel plans for their students in the wake of the Sept. 11 terrorist attacks. Some trips have already been canceled while others are going ahead as scheduled.

In Ludington, Mich., the Board of Education voted to cancel planned spring trips to Europe by Ludington High School's French and Spanish classes. The trips had been approved last spring but the terrorist attacks in New York and Washington, and the threat of future attacks, prompted the board to reconsider its decision. "I have had some parents say, `No matter what the school board says, my kid's not going,'" said teacher April Alvarado.

Some parents said they wanted the trip to take place as scheduled. But, Alvarado said, "To me, the bottom line is, these are other peoples' kids and I worry about them enough under normal circumstances."

Reflecting the concerns over terrorism that have swept the country, a high school trip to Europe scheduled for next summer was canceled by the Port Washington-Saukville School District in Wisconsin. "Looking at international travel right now, we just don't feel comfortable about going," said Stephanie Luther, Port Washington High School's principal.

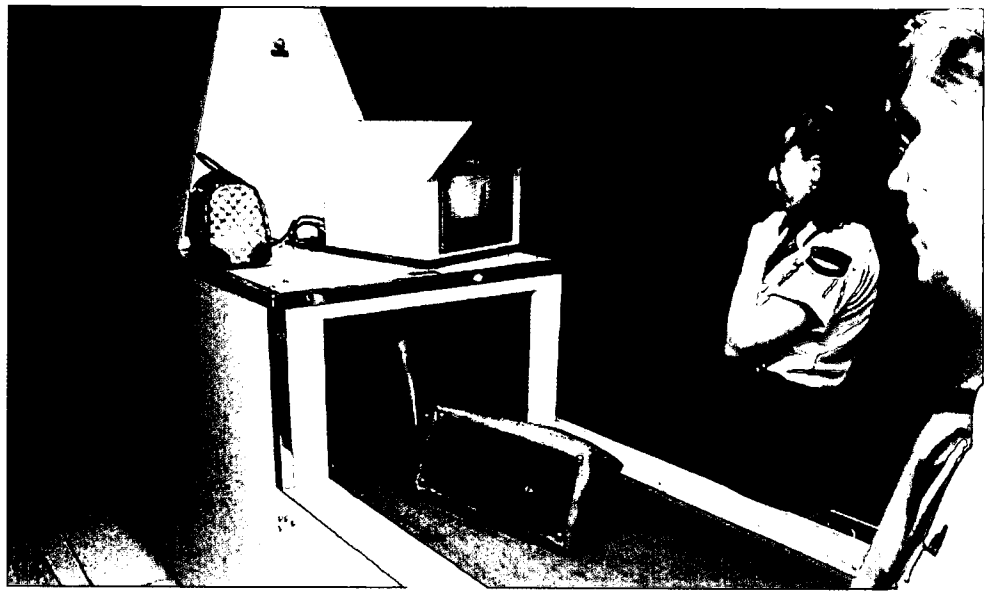
But other educators are not convinced that planned trips abroad must be mothballed. "It's not something we would sort of on a whim cancel," said David Pearcy, principal of Sexsmith Secondary School in Alberta, Canada, who is planning to take 20 of his students on a trip to Italy and France next spring.

"A lot of these kids have planned over six years to go and it doesn't seem quite fair that because of terrorist activities that you change all your plans, but if there are safety issues then we're not going," Pearcy said.

Pearcy says the school's travel club will wait a few months to see if the situation improves before seeking approval for the trip from the Peace Wapiti School Board.

"I would be disappointed if we didn't go, let's put it that way, because I think these kids have definitely had their hearts set on a trip and it's a shame that terrorists can disrupt a normal way of life," he said.

At least one parent agrees with Pearcy. "As far as I know, everything is still a go and kids are still preparing to go," said Les n, father of 16-year-old Tosha, who is hoping the trip will go ahead.



Increased airport security is reassuring students traveling abroad.

"I don't have a problem with where they're going or even international flights because of the increased security. I think they're probably safer now than they ever have been, " said Pellerin.

Some organizations are reporting increased interest in student travel. "The terrorist events have people saying [that] international education, learning another culture, being a part of another culture is more important that ever," said Allan Goodman, president of the Institute of International Education.

Educational travel companies have reported cancellations but remain optimistic that the situation will improve. Augustine Falcione, president of CHA Educational Tours, pointed out that "President Bush has recently taken unprecedented steps to make airport security the safest it has ever been in our history and has encouraged all of us to embrace our freedom to travel whenever and wherever we choose."

Echoing these sentiments, Peter Jones, president of ACIS said, "We will organize trips and go about our business. We cannot stop or be held hostage by those who espouse hatred and war." Jim Gibson, president of Global Vistas, stressed the continuance of "security-focused practices" designed so that students can enjoy "a safe and enriching travel experience."

Educational travel has been affected by international crises in the past but future prospects are bright for, as Augustine Falcione puts it, "It has never been more important than now to learn about other cultures and to foster peace and understanding among all peoples of the world." ■

Taliban Ban on Teaching English

THE TALIBAN has forbidden the teaching of English in Afghanistan and has ordered all English language schools to close their doors. The regime says that those who continue to teach English will be punished. Computer skills are taught in English but it is not clear if technical schools will also have to close.

Afghanis are enthusiastic English language learners. They regard knowledge of the language as necessary for emigration. Private language schools have flourished even in the smallest and most remote settlements.

The ban on English was reported by Radio Solh (Radio Peace). The Taliban may be unable to enforce the new decree because of the breakdown of communications with the destruction of Radio Shariat, the main state radio station in Kabul. ■

New Proposal for Student Tracking

PLANS to suspend for six months the issuance of student visas might be shelved after Sen. Dianne Feinstein (D—CA.) said that such a moratorium would not be necessary if educators worked with Immigration and Naturalization Service officials to improve the system of monitoring overseas students.

Feinstein's proposal had attracted fierce criticism from some student groups including the Berkeley Stop the War Coalition. "She's using the terrible tragedies of Sept. 11 to introduce a terribly xenophobic attack on civil liberties and immigrant rights," said coalition spokesman and UC Berkeley graduate student, Hoang Phan. "She's exploiting that tragedy."

The moratorium was mooted after reports that one of the hijackers had arrived in the U.S. on a student visa although it now appears that none of the suspected terrorists used student visas to enter the United States. Senator Feinstein felt that the moratorium would give the INS enough time to implement a tracking system that would provide comprehensive information about overseas students to law-enforcement officials. Many higher education groups opposed the plan saying that it was too restrictive and, after a meeting with representatives of California universities, Ms. Feinstein said she was prepared to examine their concerns before pushing for the ban. Sen. Christopher S. Bond, (R—MO), has introduced a bill that would rely on background checks, a nationwide computer tracking system, and tighter monitoring of student visas to improve security. Senator Bond is seeking about $500 million for his plan—some of this money could fund the student tracking database. ■

Coming to Cincinnati

CINCINNATI school officials want to create a 600-student high school based on the Frederick Douglass Academy in Harlem (see p.20) which is focused on preparing students for college with advanced placement courses and required foreign-language studies. The new school would create a ninth through 12th-grade international studies program. Students in foreign language programs would stay in their elementary schools through the eighth grade. ■

Reading Hurdles for English Learners

ACCORDING to a recent study, learning to read in English is more difficult than it is in other European languages. The research project, which studied the literacy skills of children in 15 European countries revealed that it took a group of Scottish elementary school children—all good readers—two to three times longer to learn the basic skills as it did children learning in other European languages.

Professor Philip Seymour of Dundee University says that the complex spelling and the syllabic structure of English are to blame. "It means that children are being asked to learn two things at once," he said. "Not only do they have to learn letters and sounds and how to decode unfamiliar words, but they also have to learn the large number of words which don't fit the pattern."

Prof. Seymour said that after English the most difficult languages to learn to read were Danish, French and Portuguese, with Finnish being the easiest. ■



New ACT ESL Placement Test

Computer-Adaptive ESL Placement System for Postsecondary Students

Tests in Reading, Listening, and Grammar Usage



Advantages of the ACT ESL Placement Test

- Cost-effective, computerized assessments
- Untimed, user-friendly tests
- Easy test administration
- Immediate on-site scoring
- Discriminating levels of proficiency
- Placement/advising capabilities
- Automatic data collection for useful reports

To find out more about the ACT ESL, visit our website at www.act.org/esl or call ACT at 319/337-1054.

861

Are you using the BEST resources to teach foreign languages in your classroom?

SCOLA can help your students learn by using programming from nearly 70 different nations.

Delivery by **SATELLITE**
and
ONLINE VIDEO STREAMING

Channel 1: News
Channel 2: Cultural
Channel 3: Chinese Education
PLUS
Three audio channels

SCOLA Insta-classes available in 12 languages

SCOLA's Live Video Streaming



http://www.scola.org

SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

CALL TODAY FOR INFORMATION
Website: www.scola.org
Telephone: 712-566-2202
e-mail: scola@scola.org



Come to the city of eternal springtime -

Guadalajara MEXICO

The Continuing Education Unit

Spanish Language Immersion courses, Spanish culture courses, TEFL Certification courses, all courses hold Mexican and American government approval

www.eltschools.org

Director: Dr. Thomas A. Kane

E-mail: tak@post.harvard.edu

Comunicación y cultura

ENCUENTROS
SPANISH ▽ LANGUAGE

Meet Mexico

Meet the People • Meet the Culture

ENCUENTROS is a total-immersion Spanish language program in Cuernavaca, Morelos, Mexico. We devote special attention to those who need Spanish for practical purposes such as business, travel, or professional use in the workplace. Each student's language program is designed for his or her needs and is evaluated on a weekly basis. Classes can accomodate beginning, intermediate, and advanced students and can be scheduled by the week or month.

Meet the Language

- Programs begin every Monday throughout the year.
- Four students maximum in language practice classes.
- Schedule from 9:00 am to 2:30 pm includes three hours of classroom learning complemented by 2 hours of discussion groups, and "living" communication activities.
- "Communicative" approach emphasizes natural verbal interaction.
- Program recognized by S.E.P. (registro 17PBT0004J).
- Teachers are native Mexicans.

Street address:
Calle Morelos 36
Col. Acapantzingo CP 62440
Cuernavaca, Morelos, Mexico

Telephones:
(011 from US)
Tel / fax: (52 777) 3125088
Tel: (52 777) 3129800

www.learnspanishinmexico.com
encuentros@learnspanishinmexico.com

Announcing the Yale Language Series for English as a Second Language

a collection of resource materials for teachers and students

Our inaugural programs now available—

Twelve American Voices:
An Authentic Listening and Integrated Skills Textbook
Maurice Cogan Hauck with Kenneth MacDougall
Based on the award-winning producer David Isay's NPR broadcasts
Student Manual & Audio CD 0-300-08960-0
Free Instructor's Manual 0-300-08961-9

Testcraft: ***A Teacher's Guide to Writing & Using Language Test Specifications***
Fred Davidson & Brian Lynch
0-300-09006-4

The Art of Nonconversation: ***A Reexamination of the Validity of the Oral Proficiency Interview***
Marysia Johnson
0-300-09002-1

Yale University Press

To explore samples from these programs or request examination copies, contact us or visit yalebooks.com/ESL

P.O. Box 209040, New Haven, CT 06520 203 432 7620
specproj.press@yale.edu





BEYOND Language

Recently, the second annual event based on the theme "Communicating in a Multilanguage City" took place in New York City. Cosponsored by the Hunter College Language Diversity Initiative and the Hunter College Bookstore, students were invited to write about their experiences communicating in multilingual NYC such as speaking or writing in a second language. Here, **Elena Tate**, who won the first prize for her nonfiction entry, describes how language is not the only barrier that can separate people.

Living in a multilingual city has proven to me that communication can be reached amongst people who speak different languages. But it has also showed that even among people speaking the same language, the ability to communicate may be hindered by deeper rifts, including class and culture. Ultimately, my experience in New York City has shown me that one's native language is not the most important consideration when it comes to relating to people.

I always thought that language was one of the most decisive divisions between peoples. But, after learning a second language, Spanish, and using it in different contexts, it has become clear to me that studying the grammatical structure of a new language is not nearly as hard as trying to understand someone who leads an entirely different life than you. There are barriers and bonds beyond language that separate and connect people much more profoundly.

I am what one might consider a voluntary bilingual. I could very well have turned out completely monolingual in the dominant language of the United States, as the majority of the U.S. population is (among them my entire family). Though I did come into contact with other languages starting at an early age, I never learned a word of anything besides English. It was perfectly acceptable to be monolingual (in English, of course) in Cambridge, Massachusetts, as it is throughout the U.S., in contrast to parts of Africa, the Middle East and Europe where bilingualism is seen as positive and necessary. Luckily, I did pick up the attitude that to come in contact with other languages, and the cultures they reflected, would expand my conception of humanity and the world.

> "If you can learn Spanish, you will be able to find work easier than if you know only English, and you will form beautiful friendships."

I managed to hold on to the little Spanish I gained during the mandatory two-year program at my public elementary school, though I still had no real incentive to know Spanish. Nearly every other kid in my class forgot everything the summer after eighth grade. A teacher I had in high school was the first person to inspire me to do the hard work necessary to really learn Spanish. Brent, as we called him, used a lure to focus his unmotivated class. He cleverly incorporated the two pillars of language-learning motivation, the instrumental and the integrative, in a single promise: "If you can learn Spanish, you will be able to find work easier than if you know only English, and you will form beautiful friendships."

At least for me, this worked. I did my homework and tried to absorb his lessons. But something was missing. I had nowhere to put my Spanish in practice and so it stagnated somewhere between the past tense and the subjunctive. The next year, while still in high school in Cambridge, I decided to take a Spanish literature class and a U.S. history class in the bilingual department. These courses, taught entirely in Spanish, were meant for students with nascent English ability, but Anglo students who showed interest and ability were allowed to enroll as well. It was then that I got my first meaningful sense of what it means to be the only one in the room who

continued p.14

from p.13

isn't fluent in the language being spoken and in the position of having to communicate in a language that is unfamiliar. It was then that I understood what the political catchword "immersion" really meant.

For one exhausting hour each day I had to pay perfect attention to each word or else quickly become confused and not understand again until the topic was changed and I could start over. I had to decipher a Madrid lisp, a Puerto Rican Spanish deplete of /s/'s and a somersaulting Chilean accent. On top of all that I actually had to participate and face a grade for my efforts. Luckily, it was one of the best experiences I have ever had. I was in the process of becoming an "additive" bilingual (according to Lambert's 1974 model). I was under no pressure to replace of reduce my first language and a positive self-concept has resulted from my study of a second language. I have never felt that my intelligence was being equated with my ability to express myself in my non-native language and I have been allowed and encouraged to further my studies in my native language and to speak it without any type of shame or reprisal. I can see how it would have been one of the most traumatic experiences of my life had I been in the opposite situation - if, instead of embarking to learn a new language, I was taking my first steps toward forgetting my native language. For students in immersion classes who are native speakers of a minority language, this is what it can feel like.

Unfortunately, the philosophy behind bilingual education cannot evolve beyond the attitude towards bilingualism in society at large, but I think that bilingual education should be just that: education that encourages bilingualism in a student. It should not be designed to replace one language with another or be specifically geared toward speakers of languages other than English. I deeply value my experience taking literature and history classes taught in Spanish, and feel that it has made me a superior student and should be open to any student of any language who wants to learn. This type of immersion is bound to work better than immersion that is forced and takes place in the context of language suppression.

My appreciation of language and culture different from my own has gone hand in hand with my revulsion at the racism and injustice perpetrated against people of different races and backgrounds than myself. This is what fueled my decision to get a job



as a sewing machine operator in Brooklyn's garment industry over the summer. I wanted to get a sense of what it was like to work in manufacturing, to know who it was who powered the U.S. economy and produced the clothing that I wear every day. I knew that conditions in the plants were bad, and I

It's Never Too Late For Language

In the first of a series of articles, **Charles Heinle** discusses the development of second language communication skills in adult learners.

Myths

Many people in the U.S. think that English speaking adults cannot learn to speak foreign languages well enough to communicate in it. Americans, having tried and failed to learn to speak another language, are convinced they are tongue-tied.

In reality, anyone can learn to understand, to speak and communicate effectively in additional languages when whole instances of the language are modeled for learners and if the learner's own acts of using language are selectively reinforced. In second language learning, instructional procedures have a considerable effect in determining the way in which the two languages coexist psychologically. The objective of spoken proficiency levels–effective communication–depends upon the instructional methodology of the teaching/learning program.

An important principle of second language acquisition is that the learner progresses from a compound linguistic system in which the items of the second language are added to the native language to form a coordinate system.

In this coordinate system the two languages can function independently, as appears to be the case with pure bilinguals.

Trends

Developments in educational language programs since World War II have included the introduction of language laboratories, audio-visual materials, and the Audio-Lingual Method. These were part of a major curriculum shift that resulted from use of the "Army Method" which was credited, during the war, with enabling recruits to acquire spoken language skills. But, in more recent times, foreign-language educators have questioned the communicative effectiveness of students' spoken skills prompting a curriculum shift away from the speech-oriented syllabus.

Dr. Flore Zephir has identified current Second Language Acquisition (SLA) theory as the obstacle which prevents communicative language teaching in classrooms. Dr. Zephir argues that current SLA theory is erroneously based on "how the mind works to acquire language in a native-speaking environment," as opposed to being based on research on "how to teach languages in a classroom environment."

Dr. Zephir suggests that SLA research should focus not on "how the human mind acquires language," but should concentrate on "action-based research generated in classroom settings by foreign language professionals (classroom teachers) who–unlike applied linguists–assume the bulk of language instruction, be it at the secondary or postsecondary levels.

continued p.18



"The segregation that takes place, however, is a question that goes much deeper than linguistics. It is a question of class, of ethnicity, of legal status. Just by virtue of who I was, of where I had been born, questions that had never even crossed my mind plagued the lives of my co-workers."

knew that the workforce was composed almost entirely of immigrant workers. But I wanted to know what it was like, how people got through it, and what the workers did to try to resist some of the indignity of the job. I figured since my Spanish was pretty good, I would be able to get along on the job and get to know some of my co-workers. But, it turned out that the language barrier was the least of the barriers between us.

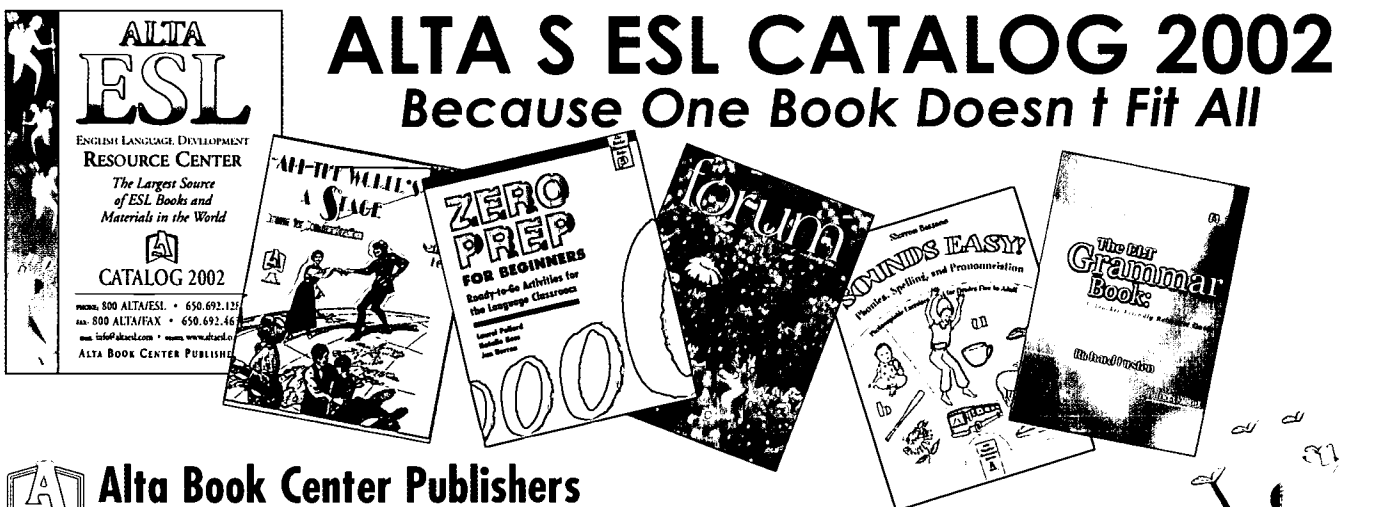
Every morning, I would wake up and board the B35 bus to another world. At the Bush Terminal industrial complex in Sunset Park, thousands of (predominately) Spanish-speaking women from Mexico, Ecuador and other countries produce countless articles of clothing each day. Workers, in their teens to their late 60s, often work in nonunion shops and are paid "piece rate," i.e., per article, not per hour. Many feel that they are there because they have limited English proficiency. Spanish was definitely the prevailing language on the job. Even the bosses spoke or shouted to everyone in their Russian-accented Spanish. My co-workers listened to English tapes as they sewed. One attended English classes every evening after the 10-hour workday. Many felt that learning English would be their ticket to a more humane job.

Of course, no one could understand why I was working there, "You speak English! You're American! You could be working at a clothing store! Or as a waitress!" they would exclaim. Lots of my co-workers had never carried on a conversation in English. One girl who I taught how to use the buttonhole machine would get the giggles when I spoke to her in English. But they all understood it is the language to know if you want to advance in the United States.

The segregation that takes place, however, is a question that goes much deeper than linguistics. It is a question of class, of ethnicity, of legal status. Just by virtue of who I was, of where I had been born, questions that had never even crossed my mind plagued the lives of my co-workers. I didn't know what it was like to leave my native land and not know when I would ever be able to return. I didn't know what it was like to limp for months because I had a pain in my leg that went untreated; actually I quit my first garment job to go back to Boston to see my doctor (still covered by my mother's health insurance). And when the boss refused to pay anyone in my area the last payday before the end of the month, I knew I had somewhere to turn so that I could pay my rent.

While I can never know for certain what they thought of me (perhaps they were simply puzzled by me, perhaps they actually resented me giving a go at their world), my co-workers, without exception, were nice to me. They corrected my Spanish and clued me in to the tricks of the trade - tips on how to work faster so that I would earn more money. (At three cents a shirt label, you have to go very fast to earn "minimum wage," something, incidentally, the bosses claimed they had never heard of.) I grew to like many of my co-workers very much, but I never got really close to any of them. Was it

continued p.16



ALTA S ESL CATALOG 2002

Because One Book Doesn t Fit All

Alta Book Center Publishers

14 Adrian Court • Burlingame, California 94010 USA

Phone: 800 ALTA/ESL • 650.692.1285 (International)

Fax: 800 ALTA/FAX • 650.692.4654 (International)

Email: info@altaesl.com • Website: www.altaesl.com

See What s New!

Free Full-Color Catalog

with Thousands of Materials

ERIC

from p.15

that we were too different? Was it that we didn't make more of an effort? It's impossible to say, really. But it was crystal clear to me that even though I could speak to my coworkers in their native language, there was still so much that I couldn't understand.

I have also known the opposite experience and have developed relationships that have transcended native language, national origin and completely divergent backgrounds. What my beloved high school teacher always said has rung true, and I have formed beautiful friendships in Spanish. Most notable among them has been my relationship with Hans, whom I met at a protest against the Ku Klux Klan's visit to Manhattan.

He had been living in New York for three years after emigrating from Costa Rica. I have spoken Spanish at home, with Hans, for the last 10 months. It is quite an experience when a language not your mother tongue is the first you hear in the morning and the last you hear before being overtaken by dream. It is hard to think of it as a foreign language anymore. Exchanging sweet dreams for dreams of angelitos is like awakening one morning to the view of a different river. I have gained a new way of seeing the world but in a way that has added to my original way in a seamless continuum of experience. I now have two languages with which to communicate with others, with which to express myself. I feel closer to Hans than I feel to anyone else even though we still sometimes encounter words not in the other's vocabulary.

I have learned here in New York City, where languages and cultures collide, mix and separate, that ultimately it is not language that is the most impenetrable barrier between human beings. More than this it is class, personality, occupation and beliefs that really keep us from understanding each other. Learning a new language has not suddenly endowed me with a new life. By learning it I did not suddenly acquire a whole new set of experiences, and it has not knocked down all the barriers standing between myself and speakers of the other language. But, learning Spanish has made me much more sensitive to new ways of seeing the world and has brought me closer to the possibility of relating to people from different cultures.

Ultimately, there are no guarantees when learning a new language. There are only possibilities. In this context, bilingual education is a societal necessity. It is vital for students to be able to maintain their native languages and that deep part of themselves while also picking up the valuable ability to communicate in other tongues.

Language learning is not a magic prescription that will allow instant access to a different world, but it is sure to open up greater potential for both personal and professional success. We can only know the real limits and benefits of knowing a language if we indeed learn one. Had I not learned Spanish, I would probably have chalked up much more to the language barrier when thinking about what separated me from other people. Now I feel I am able to see it for what it is. ■

Note: The Language Diversity Initiative at Hunter College "was designed to raise awareness of and appreciation for students' language proficiencies across the college, stimulate the creation of opportunities for use of Languages Other Than English in a wide variety of courses and departments, and promote the creation of community service projects and applications that make Hunter's linguistic resources visible to the larger community."

Vacation 'N Learn®

LEARN A LANGUAGE WHERE IT IS SPOKEN

Argentina • Austria

Brazil • Canada • Chile

China • Costa Rica

Czechoslovakia • Ecuador

France • Germany



Guatemala • Hungary

Israel • Italy • Japan • Mexico

Portugal • Russia • Spain

Sweden • Switzerland

Taiwan • Venezuela

Intensive Language and Culture Courses

- Accommodations in selected homestays, apartments, hotels and dormitories.
- Programs for all ages, interests and budgets.
- Short and long term programs.
- Vacation 'N Learn with us any time of the year.
- Combine your course with golf, skiing, cooking or art.
- Academic credit available.
- www.linguaserviceworldwide.com

Call for a FREE brochere

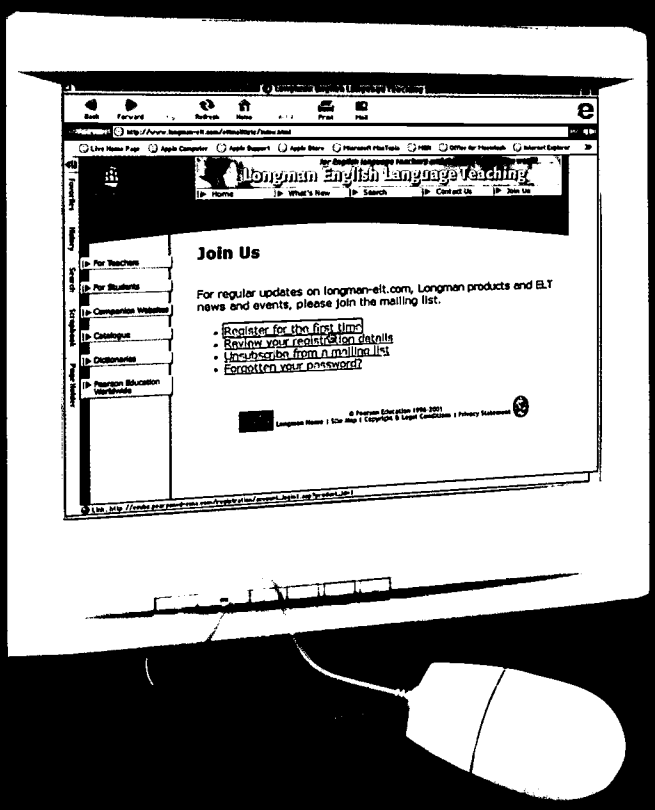
LINGUA SERVICE WORLDWIDE℠

75 Prospect St., Suite 4, Huntington, NY 11743

1-800-394-5327

POWER UP your classroom!

JOIN US!



www.longman.com

Membership is FREE and EASY!

When you visit www.longman.com and click on **Join Us** you get:

- Downloadable lesson plans and worksheets
- Teaching tips from experts in the field
- A wide variety of online self-grading exercises
- Special update information, tailored to your area of interest
- Community Areas for Adults, Teens, Young Learners, Test Prep, and Business English
- A comprehensive online catalog

Visit www.pearsoned-ema.com/privacy.html to read our Privacy Statement.

Contact your ESL Specialist or visit our website
1-800-375-2375 • www.longman.com

Longman

from p.14

"In this way," Dr. Zephir concludes "new light can be shone on the central question of focus on form versus focus on meaning, which should help change both classroom practices and SLA theories."
Taking into account:
(1) the number of students in the class;
(2) the lack of time devoted to one-on-one conversational practice, and;
(3) students' motivation to learn. Dr. Zephir has confronted the reality of teaching languages in the school environment. Given the failure of students to acquire spoken language communication skills in a formal educational setting, it follows that adults who need to acquire these skills will have to look beyond the classroom.

What is Available in Language Learning Materials?

When Thomas A. Edison invented the recording machine more than a hundred years ago, one of his first efforts was to record foreign languages for adult language learners. Mr. Edison, like most of us, was unaware of the fact that simply listening and repeating the foreign language would not give the language learner the gift of spoken language. Such is the power of advertising that it took equally as many years for adult language learners to discover that listening to recordings of native-speakers speaking foreign languages did not correlate with acquiring the ability to communicate with native speakers of a language. By this time, do-it-yourself adult language learners had also learned that neither printed texts keyed to phonograph records, nor tapes alone, nor foreign-language textbooks helped them to learn more than the few phrases and grammar rules which they could rote memorize, but not apply in communicative speech situations. The major lesson that was learned was that Americans should not expect to learn spoken proficiency in a foreign language with what was then presently available either in school or in the marketplace. In today's market equally ineffective foreign-language instruction is still widely available.

The two best-known language schools use a technique based on the "Direct-Method" which generally consists of highly intensive, small-group or tutorial spoken instruction, usually taught by native speakers of the language. Course materials include printed texts with written exercises and translation work. The amount of time required to complete a course varies, but it does require spending considerable classroom time, with commensurate fees, at the language school's premises. Foreign-language classes are also offered to adults at some local school districts, at somewhat lower prices than the intensive proprietary school classes, through evening classes at local high schools, and often are available at community colleges and universities. Another possible resource for adults is the local library system.



The two best-known language schools use a technique based on the "Direct-Method" which generally consists of highly intensive, small-group or tutorial spoken instruction, usually taught by native speakers of the language.

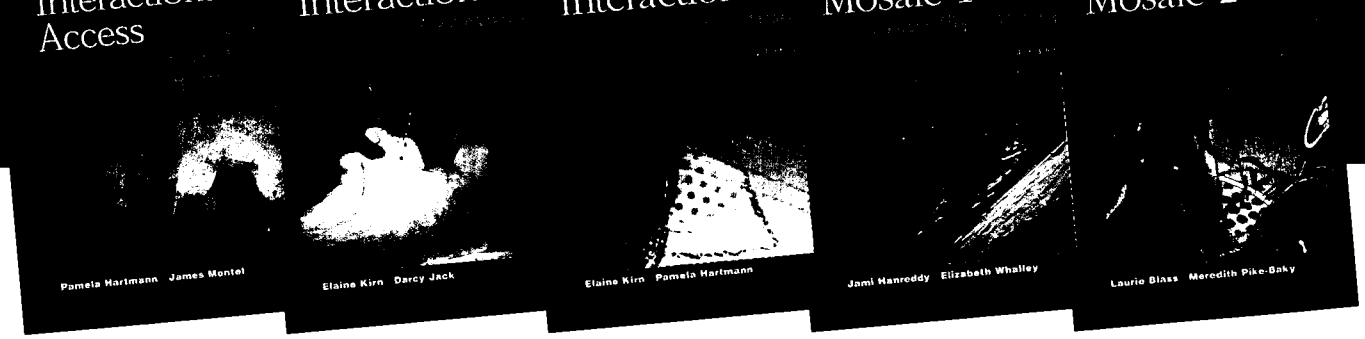
Adult learners will also find a broad choice of newer types of home-study foreign-language materials available on line and at retail establishments. With retail prices starting as low as $15 and going up to $350 and more, language learning materials may be purchased through direct marketing organizations, by responding to advertisements in magazines, on the web, and, of course, in many bookstores. Home-study materials vary according to type and the stated objective of the program. Generally, however, the materials consist of a text (with or without a workbook) which contains printed, perhaps illustrated dialogues and/or reading texts, together with vocabulary lists and grammatical structure lists.

These may also include recorded cassettes, CD's, or a CD-ROM which may allow learners to hear the pronunciation of "difficult" sounds for Americans. The learner may be asked to listen and repeat words and/or phrases. Sometimes there are study-guides with cultural information, as well as some tests requiring written responses. The emphasis in these programs is to give the learner information about the foreign country and the language. Obviously there is no practical way for the learner to practice real one-on-one conversations in the language. Some courses are starting to promote what they call "speech-recognition" software. The fact is, however, that these programs deal only with individual words, and not with the intonational and expressive contours of whole sentences, upon which situational meanings are totally dependent. The packaging of the material includes generalizations about learning to "speak like a native" or "speak like a diplomat." These claims should be viewed as the advertising messages they are intended to be. ■

In the December 2001 issue of *Language Magazine*, Charles Heinle reveals what adult learners are looking for in a foreign language program.

NEW!

Interactions Mosaic 4th Edition



Prepares your ESL students for academic success in a clear, accessible format!

PROGRAM COMPONENTS

Student Texts
Instructor Manuals
Audio Program (Cassettes/CDs)
Videos
Program CDs
Website

NEWLY EXPANDED FIVE-LEVEL, FOUR-SKILL SERIES

- Chapter themes are integrated across skill strands.
- Language proficiencies are articulated from beginning to advanced levels.
- New design, content, audio programs, photos, and illustrations reinforce skill-building exercises.
- 5 new videos—one video per level—immerse students in authentic language.
- Placement tests and chapter quizzes are included in each Instructor's Manual.
- User-friendly instructions, complete scope and sequence, and consistent chapter structure offer greater flexibility in lesson planning.

McGraw-Hill Contemporary

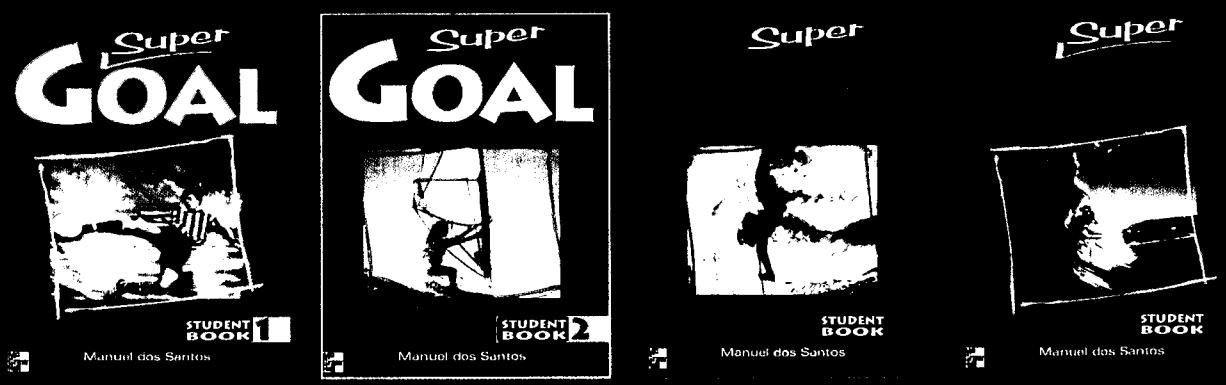
For more information call 1-800-624-7294

Two Penn Plaza, 21st Floor ▪ New York, NY 10121-2298

SUPER GOAL

Integrated ESL Skills Series

Levels 1 and 2 – Beginning to Low-Intermediate • Levels 3 and 4 – Intermediate to High-Intermediate



THE FUN, VISUALLY APPEALING ESL SERIES DESIGNED TO MOTIVATE TEENAGERS AND YOUNG ADULTS TO COMMUNICATE EFFECTIVELY!



Ms. Noble, Mr. Otter, Ms. Maio, Mr. Roscoe and Ms Deavors-Mason stand with students in Rome, Italy.

From Harlem to Haarlem

It's 8:20 am in North Harlem, where would the typical 7th grader choose to be? Hanging out, watching TV, getting into trouble, or dressed in a uniform and studying Latin? More than one thousand kids from Harlem are choosing the latter and are trying to become a part of an institution that will help them to reach a future that their parents couldn't attain: college.

In an unassuming brick building across the Harlem River from Yankee Stadium, 6th–12th graders at the Frederick Douglass Academy are beginning classes. "Without struggle there is no progress," is the official motto of the Academy, spoken by its namesake, a former slave and abolitionist. In 1999, this public school was named one of the Top 100 schools in the nation, by US News and World Report.

It is a very strict and structured environment, consisting of a Student Creed and a list of The Twelve Non-Negotiable Rules and Regulations. When entering the school, all students must sign a document stating their intentions to follow these rigorously enforced rules. Parents are also required to sign a document, ensuring that they will meet their responsibilities in facilitating their child's education.

Why do so many children want to attend school in this stringent environment? "They see opportunity here. Many of our students are first generation high-school graduates, the Frederick Douglass Academy is structured to keep kids in school and prepare them for college," said Dr. Gregory Hodge, Principal, Frederick Douglass Academy.

One of the ways that the Academy achieves its nearly 100% graduation and college acceptance rate is through extra curricular activities, such as traveling abroad. A couple of times a year, groups of students from the Frederick Douglass Academy travel to destinations in Europe, Asia, Africa, and South America. Since many of these students come from low-income families, the school provides scholarships based on classroom performance. This past February a group of 21 seventh grade students led by faculty, administrators and parents, traveled to Italy. Their trip was organized and facilitated by Boston-based Explorica (www.explorica.com).

"Many of these children have never traveled more than six blocks, let alone outside the country. There is no better way to show our kids how vast the world is and how many opportunities are out there for them, than by letting them see it with their own eyes," said Maeve Nobile, Latin Teacher, Frederick Douglass Academy. "We begin the trips in the seventh grade, because the experience helps to mold the students for the next five years. When the kids return they are even more motivated and intent on learning, graduating, and going on to college."

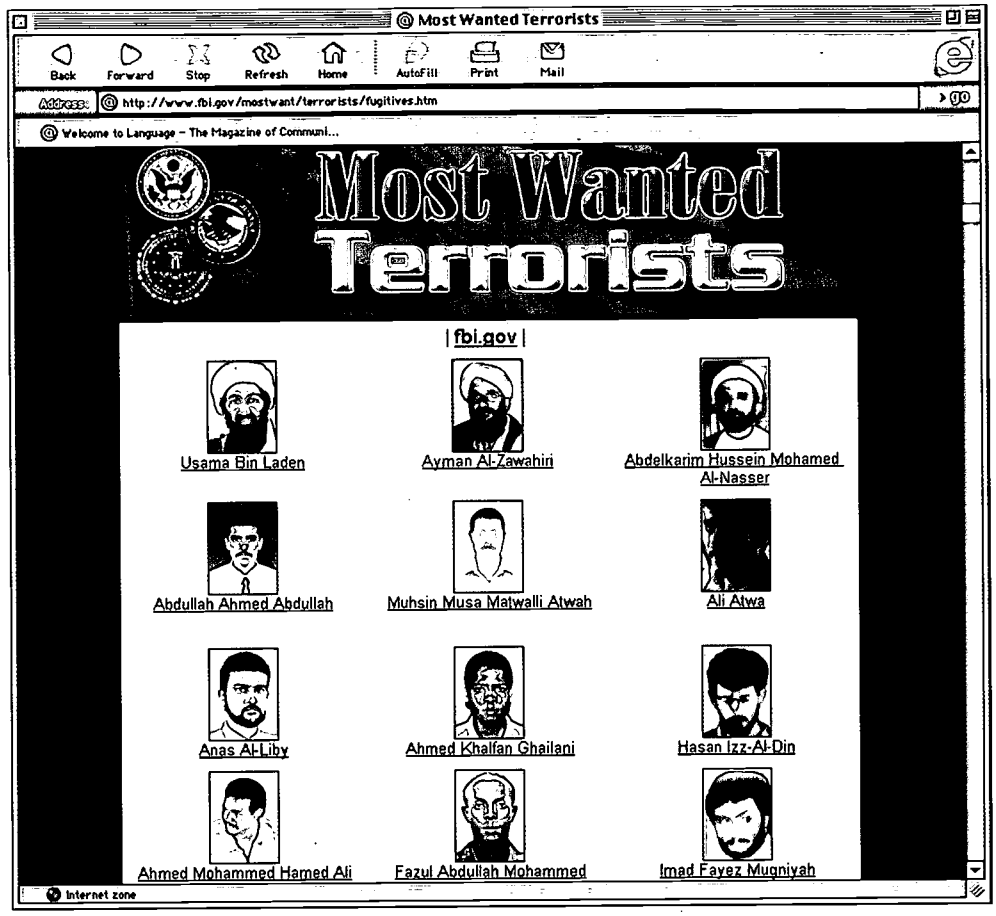
> "This trip gave me the extraordinary opportunity to watch my students grow right before my eyes, as they experienced new cultures."

Explorica helped ease the minds of parents about sending their young children abroad. Their website provided parents with a detailed itinerary and other information about where the children would be traveling through their personalized TourCenter. Once abroad, the family at home could visit the Explorica site to stay abreast of their travels through the online TourDiary, which posts digital photos and write-ups from the Tour Directors.

Janita Deavers-Mason, an English teacher at Frederick Douglass summed up the value of language travel for both students and teachers: "This trip gave me the extraordinary opportunity to watch my students grow right before my eyes, as they experienced new cultures," she said. ■

Playing the Name Game

Dan Rafter explains how linguistics software is helping to track down international criminals.



When Richard Lutz sits at his desk at Language Analysis Systems' (LAS) Herndon, Va., headquarters, he can look out his window and watch the airplanes take off from nearby Dulles International Airport.

Most days, it's a relaxing view. But on Sept. 11, the day terrorists flew two commercial airplanes into the World Trade Center and one into the Pentagon, Lutz's proximity to the busy airport caused fear.

"I remember I got into work that day right as the attacks were happening," Lutz said. "I was riding in the elevator with this woman who was on a cell phone in a panic because something had happened. She was trying to find out where her uncle was. Just then the alarm sounded for us to evacuate the building. I felt real fear at that moment. The odds weren't good that we'd be targeted. But we are the highest building in the area, and we do stand out because our building features some interesting architecture."

The terrorists never targeted Lutz's office building. But since that day, Lutz, senior computational linguist at the Northern Virginia-based company, has been focused almost entirely on the men who masterminded the attacks. And unlike most U.S. residents, Lutz has been able to do something to assist his country in the war on terrorism.

Linguists and technology experts at LAS have spent the last five years developing their company's Name Reference Library, software that gives border patrol personnel, CIA agents and other federal officials the power to perform highly detailed computer-assisted name searches. Users enter a name, and the Name Reference Library shows its origin, the gender most commonly associated with it and whether the name is listed in its proper order. Most importantly, it provides agents with a list of alternative ways a foreign name can be spelled or ordered.

LAS gave copies of this software to the FBI and Immigration and Naturalization Service immediately following the terrorist attacks. Federal agents used it and the flight manifests from the downed airplanes to quickly identify the hijackers.

"There's a real sense of pride here that we really accomplished something with this software," Lutz said.

But Lutz's wish is that the government is able to use his company's software to stop future terrorist attacks. He also hopes law-enforcement agents and border patrol personnel realize how important name-recognition software, and the study of foreign names, can be in counter terrorism efforts.

"It's unfortunate that it took this tragedy to drive home our point that the study of foreign names is an important issue," Lutz said. "People looking for certain names are making assumptions based on the way names work in this country. You just can't do that. I'm afraid we have to be eternally vigilant. We have to keep educating people."

It shouldn't have taken the Sept. 11 attacks to prove to people that language can play an important role in the battle against terrorism. That point had already been made in 1993 when Mir Aimal Kansi shot five people outside the CIA's headquarters in Langley, Va. Because Kansi spelled his Pakistani name in different ways, he was able to make it across the U.S. border without difficulty. If border officials knew the different ways of spelling his name, they might have prevented him from entering the country.

The same problem popped up during the first World Trade Center bombing. Again, immigration officials might have kept Sheik Omar Abdel Rahman, the perpetrator of that attack, out of the country if name-searching tools had been used at the time. The problem isn't unique among immigration officials. Airlines also struggle when it comes to identifying the myriad ways potential hijackers spell their names.

And the situation isn't getting any better. Lutz still sees numerous examples of our country's lack of education regarding the way names are used in foreign languages. As an example, he points to a recent story in the *Washington Post*. The reporter who wrote the story interviewed an Afghani man who spoke movingly about the pain and suffering most people in that country face on a daily basis. The story had a problem, though. The reporter identified the man as Fazle Allah. On second reference, the reporter referred to the man as Mr. Allah. "Allah," of course, means "God" in Arabic, making it a highly unlikely last name in Afghanistan. Imagine a resident of this country having the word "God" for a last name. The entire name "Fazle Allah" means "bounty of God" in

continued p.22

from p.21

Arabic. The reporter made the mistake of assuming that the man had a first and last name as people in the United States do. In Afghanistan, though, people have a fixed first name but not necessarily one last name. Instead, their first names are usually followed by a series of other names.

Making things even more confusing is the fact that different Middle Eastern cultures use different naming techniques. FBI and CIA agents, then, can't assume that Afghani names are structured in the same ways as are names from other countries in the region. Asian names present many of the same challenges as do Arabic names.

Cord Hart is one person Lutz and his fellow linguists don't have to convince. Hart is the director of the Center for Asian Crime Studies in Bethesda, MD, the research and training arm of the International Association of Asian Crime Investigators. As an expert in Japanese and Korean names, he knows all about the problems foreign names pose when investigators are trying to track down international criminals. "Police agencies at all echelons have been using a kind of mishmash of sources in tracking foreign names," he said. "Some sources are OK. Some are decidedly sophomoric."

According to Hart, "If we could train as many people in foreign names as possible, that would solve our problems. But the training takes too long and is too expensive," Hart said. "You need something of a shortcut that provides expert guidance to people who don't have that expertise. That's what a program like the Name Reference Library does."

Hart says that he's seen a number of cases where law-enforcement officials have missed big opportunities because they don't know how to correctly trace Asian names.

"Whether it's something simple like knowing that the surname comes first or whether it comes down to more complicated matters, we are missing a lot," Hart said. "In this language, we all know what 'Jr.' means after a name. But there are similarly valuable indicators after Asian names, too."

While September's attacks would seem to put a spotlight on the role language will play in fighting terrorism, Hart has some doubts. "People should sure be more aware of the issue now, but, frankly, I wonder," he said. "Bureaucracies tend to be pretty stodgy. Sometimes they refuse to change their way of thinking. They don't like to admit they weren't on top of a situation."

LAS officials hope their program can eliminate missed opportunities and old-fashioned thinking. The company's founders, Leonard Shaefer and John Hermansen, have both made long careers out of the study of languages. Both men, who met while studying at Georgetown University, hold degrees in computational linguistics. Hermansen, after getting an undergraduate degree in linguistics and a second in speech theory from Penn State University, couldn't find work in his field. Instead, he served as one of the owners of a photo-typesetting shop in downtown Wash-ington, D.C. Fortunately, a waitress in one of Hermansen's favorite restaurants told him about the computational linguistics program at Georgetown.

"I had never heard of such a field," Hermansen said. I tried a summer course in syntax and morphology at GU and I loved it." Like others in the linguistics field, they found that most people didn't appreciate the importance of studying foreign languages. But after Sept. 11, it has taken on a new importance, and the product the two men helped create is in great demand. "It was a nice feeling to be able to contribute in some way after the attacks," Lutz said. "Years ago, when I was studying linguistics, friends and family would always ask me what I was going to do with that degree. This is my answer. We are going to work and do our best before something like this happens again." ■

Dan Rafter is a freelance journalist who has written for the *Chicago Tribune*, *Indianapolis Star*, *Discovery YMCA Magazine* and several other regional and trade publications.

C·H·A Educational Tours since 1969

Explore the world with your student on a CHA Educational Tour! *Choose from over 130 exciting itineraries to destinations throughout Europe, Asia, the South Pacific, Africa and Latin America. Experience the finest value in educational travel today! Call toll-free at* ***1-800-323-4466*** *or visit our website to learn how CHA can make a real difference in your classroom!*





Visit us at ACTFL booth #522

1-800-323-4466 • www.cha-tours.com

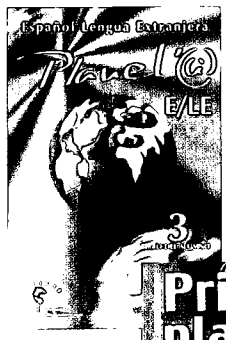
ABC'S Book Supply

Your One Stop Shop for Spanish Education Materials



¡Muy bien!

The new K-5 program for Spanish as a second language







edelsa

We carry their complete line of products

ABC'S BOOK SUPPLY, INC. is a distributor of Spanish educational materials, including textbooks, posters, class room decor, literature books, dictionaries and much more. Our objective is to provide a "One Stop" shopping place for all your Spanish material needs.

ABC'S Book Supply, Inc.
7319 West Flagler Street • Miami, Fl. 33144
Toll Free 1-877-262-4240
Fax: 305-262-4115

ERIC

www.abcsbook.com ■ abcsbook@abcsbook.com

LEARNING To Create



Satisfying the creative urge is the single most important factor in education, argues **Mark Juszczak.**

Society is shaped by the kind of education received by its children. When learning is driven by exploration and innovation, that society will prosper as its young people are encouraged to apply their ideals in the world. But when students are not allowed to think for themselves, enterprise is stifled.

A professor of Art History at the University of Warsaw once described to me the process by which he taught all his classes. He'd spend several days before each lecture conducting painstaking research. He would write out all his research to make one long and comprehensive lecture. He would then go to the class and sit down and speak from his notes. He would recite, word for word, what was written down. He would then get up and leave. The students were expected to copy what he said verbatim and repeat the facts and figures he outlined in the exam. The students always finished their studies with an impressive roster of internalized facts and figures.

The results of this approach by "standard" measures of testing are impressive. Students from Poland, and Europe in general, score higher on average in tests than their American counterparts. They are more advanced in math and science and they have a more comprehensive knowledge of history and geography. In fact, the first comment many Europeans make about Americans is that they are generally stupid and ill informed about the world. I have often heard stories about Polish students who go to the U.S. and discover that their American friends are not aware that Poland is in Europe. An American in Boston Market once asked my friend from Belarus if that country was in South America.

Americans schools are constantly criticized for not being rigid enough, for not putting enough emphasis on strict education. But if American schools and universities are [illegible], why is it that thousands of European and Asian students travel to the U.S to study? Why is it that U.S. institutions produce so much more scholarly work, inventions and innovations than their European and Asian counterparts? Why is it that computers, the Internet, software development, biotechnological advances and many other devices are the results of American academia?

And why have many institutions in Europe adopted not only American models of education in MBA and other postgraduate programs, but have also come to use American tests, such as the GMAT, as the basis for admitting students?

The answer to these questions, I think, lies in the philosophy of creativism. At the heart of creativism lies the concept that the primary instinct of people is to create, to mold reality around us with our hands and minds. We achieve this through procreation, through art, through writing, through design of new machines and new systems of thought. This primary instinct is thought to mirror the energy from which the universe sprung. If the will or design to create the universe was not present—it would not have been created. Humankind is part of the universe. Therefore, as conscious entities, we share in this first instinct of creation.

If we examine the people that history most cherishes—they have all been creators. Whether they tried to create a society, a way of thinking or a work of art—they derived their happiness and success in life from their creative efforts.

The society that develops the quickest and produces the most innovations is the one



where the spirit of creativism is dominant—where the system of education gives students the tools to make themselves creators.

In short, creativism is the difference between American education and most of the rest of the world. Some of the best schools in Western Europe, Japan and other developed countries also teach this way, but it is never by holistic design. Higher education in America cares not so much for cramming facts and figures into students: it attempts, at the highest level, to give the student the tools needed to think independently, to create and to constantly test and retest new ideas and ways of doing things.

When I was an undergraduate student at Columbia University, we did not usually have exams at the end of term. In most of my classes, I had papers to write and an oral presentation or web page to design as the criteria for grading. We were given the source material to read and were encouraged to disagree with the teachers and present our own opinions. (We also had a lot of reading to do—some three thousand pages a week in freshman and sophomore year.) We were never tested on specific events in the books, or specific dates in art or music history—yet I can recall most of the dates and events easily even several years later.

When I went to study in Poland, however, I was shocked. I attended several colloquia (discussion classes) and some lectures. We were never asked to read source material or write anything. We were tested on what the lecturer told us—nothing else. In the discussion classes, no one spoke except the professor. None of the students (except me) ever ventured to offer their opinions on anything. We weren't given any books to read. We weren't given any essays to write—despite the fact that one of the classes was a preparation class for our Master's thesis. We only had to throw the professors words' back at them to get a good grade. In short, the goal of the university system in Poland is not to produce independently minded students. Five years were devoted into turning students into "fact machines"—facts I can find in a library in five minutes.

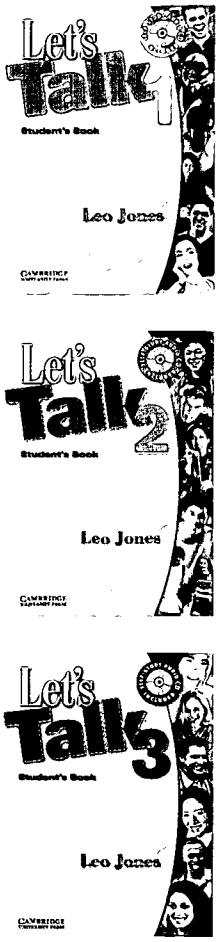
Through exposure to these glaring differences in educational philosophy, I was able to formulate my ideas on creativism because it is only when we are deprived of something that we realize its true value. Creativism was first born in me as a response to what I felt was lacking in the classroom in Warsaw. I kept asking questions, dancing around the issue. And then I began to realize how all these things were related. There was a connection between the fact no books had to be read and that no papers had to be written. There was a connection between the fact that little internationally known scholarly work came out of the university and the fact that the professors never solicited the thoughts of their students. There was a connection between the fact that all the books were locked behind glass doors, inaccessible to the students and the general lack of awareness by the students of anything except the particular language they studied. Even the MA thesis was formulaic: Each student was expected to pick a work or two, translate excerpts from the work and then discuss the translation. Nearly all of the MA theses were exactly the same in style and presentation—only the names and languages of the works translated differed.

One of the most successful implementations of this "creativist" approach to education is at PS 19 in New York City. Beginning from the first grade, students are introduced to a book-making program where learning about different cultures and writers is accompanied by the creation of parallel materials by the students. Not only are the first and second graders encouraged to develop their creative talents—they learn faster and better. Even a year or two later many of the seven and eight year old students are able to recall specific facts about Russian history or about the work of Van Gogh—all because they had a chance to develop their creative talents.

It is my hope that creativism acts as a lens for helping American educators not only understand better what they do and how they do it, but also for restoring in them a source of pride in American education. For, in the end, what is the purpose of education? Is it to create people who know a lot about many things but who cannot share that knowledge with others, or is it to cultivate people, who will go out and create our future world? ■

Mark Juszczak has taught English at the University of Warsaw and is currently working on his Master's degree in Sanskrit.

ERIC



LET'S TALK!

This communicative speaking and listening course in American English is designed to develop oral communication skills. **LET'S TALK** includes a variety of interesting and innovative topics that encourage students to express their feelings, ideas, and opinions.

MAJOR FEATURES

- Pair and group work activities can be used in both small or large classes.
- Personalized language tasks encourage students to share ideas.
- High-interest topics promote conversation and motivate students.
- Frequent language support facilitates fluency.
- Vocabulary-building exercises prepare students for a topic.
- Thought-provoking newspaper and magazine articles stimulate discussion.
- Information-gap activities provide additional speaking practice.
- Audio CD included with every student's book.

SELF-STUDY AUDIO CD INCLUDED



Questions? AskHank@cup.org
or contact: ESL Marketing Group
40 West 20th St. New York, NY 10011
tel. (800) 872-7423 • fax: (212) 645-5960
www.cambridge.org/esl-efl

CAMBRIDGE UNIVERSITY PRESS

Pronunciation Power Products

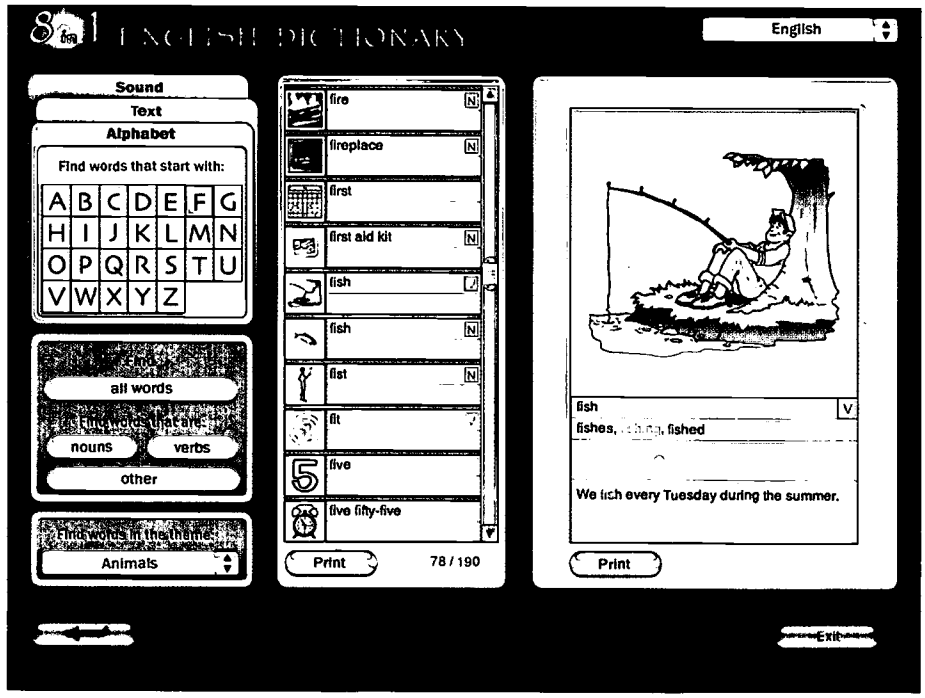
Beginner to Advanced

Exciting New English Pronunciation Software

View our new demo movies at:
www.englishlearning.com

Instructions for beginners available in 12 languages.

Site Licenses Available



For more information call 1-780-448-1032 or visit our website: www.englishlearning.com

WAR OF WORDS



The evolving nature of conflict in the 21st century is placing new demands on language trainers of military personnel. **Steven Donahue** describes how the Pentagon is responding to the challenge through the use of technology and distance education.

NATO's role in crisis management and peacekeeping is handled through the PfP, the Partnership for Peace. The PfP is a consortium of defense academies dedicated to strengthening defense and military education and research through enhanced institutional and national cooperation. It consists of 188 organizations based in 42 countries using English as the language of joint military operations.

The PfP maintains an open source, web-based environment which links consortium member organizations in a collaborative network known as Advanced Distributed Learning (ADL) that facilitates the development of courses and methods. ADL, a partnership of the Federal government, private-sector technology suppliers, and the broader education and training community, aims to ensure access to high-quality education and training materials that can be tailored to individual learner needs and made available whenever and wherever they are required. One of the ADL's major tasks has been the development of standards for Web-based learning technologies which has resulted in a set of specifications that have been incorporated into the ADL's Sharable Content Object Reference Model (SCORM). SCORM addresses the following problems:

- Moving a course (including student information) from one learning platform to another (eg from WebCT to LearningSpace);
- Creating reusable chunks of course material for use in other courses;
- Searching for course material.

The Partnership for Peace Learning

continued p.28

from p.27

Management System (PfP-LMS) is a software development project that uses ADL technology to provide low-cost language learning and communication solutions to PfP nations and organizations. One course offered by PfP-LMS is "English Skills for Staff and Officers" (ESSO) which contains lessons on survival military English. The course includes explanations of expressions such as to "keep an eye on" something, to "get in touch" with someone and acronyms such as "AWOL, "AMMO," "APC," and "XO". There are terse, to-the-point lessons on grammar, writing in the military style, and cross-cultural sensitivity.

According to Michael Parmentier, director of Readiness and Training at the Pentagon, "It's in the national interest to create a business model that works on the Net, particularly for distributed education." Parmentier feels that today's soldiers learn best when interacting with rich multimedia and simulation. "Text and static pages are often not the first choice for this generation because instead of going to the library—they prefer to use Internet," he said.

Parmentier said there has been an "unprecedented level of cooperation that is apparent in pursuing the goals of distributed learning. Industry, academia, and government are all coalescing around a central goal." He says, "In a single day at the ADL Co-Lab, you can see the National Guard, Marines, Navy, Army, industry providers, other federal agencies and academics pass through its doors."

Parmentier's job is to advise the Secretary of Defense and his senior staff on all policies, programs, and budgets for the Department's education and training activities. He sets policy guidelines that impact the Defense Language Institutes to PfP nations, and our allies. He says, "Essentially, when it comes to learning technologies, we are seen by all parties as an honest broker, a neutral venue, and a keeper of the flame."

Parmentier describes the military as a "historic learning institution capable of taking in raw recruits and training and upgrading their skills." Guidelines (such as SCORM) will help shape such key programs as the $600 million Army University Online initiative. The service hopes to boost retention by helping active-duty Army personnel

continued p.30

Speaking Out for Uncle Sam

People with skills in certain foreign languages could consider a role in the U.S. military as a soldier-linguist, explains **SSG Bill Hudon**.

In the U.S., responsibility for the language training of military personnel is divided between the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California, and the Defense Language Institute English Language Center (DLIELC) at Lackland Air Force Base in San Antonio, Texas.

Founded in November 1941, the DLIFLC is the largest foreign language training institution in the world. The annual number of classroom hours taught per year is more than 500,000. Enrollment is about 2,500, nearly all of it from the four military services. Most of the 750-person faculty are civilians, who are native speakers of more than two dozen languages. (There is also a DLI East in Washington D.C. which specializes in more eclectic or less common languages for which there is a defense need—Khmer, Lao, Urdu etc.)

At the DLIELC, which was founded in 1954, intensive English is taught to 2,400 students each year from around 100 countries including NATO members. All students must be sponsored by an agency of the United States Department of Defense. Some students need English to enable them to operate modern aircraft equipment and intricate weapons systems, others are trained to teach English in their native countries.

The U.S. Army currently employs more than 14,000 soldier-linguists on active duty and in reserve components. Benefits for those who are accepted into the U.S. Army Language Program include:

- An enlistment bonus of up to $20,000.

continued p.30





Delta Systems offers the most extensive selection of quality language materials at the lowest prices!

Visit us at ACTFL... Booths 207 & 209

ORDER YOUR FREE CATALOG TODAY!!!

- Featuring materials from more than 100 publisher's materials from one source
- Lower prices than any on-line bookstore
- Immediate access to over 1,000 titles
- 24 hour ordering by fax or website
- Web orders receive another 2% discount
- One purchase order does it all!

DELTA PUBLISHING PRESENTS...



NEW FROM CAL

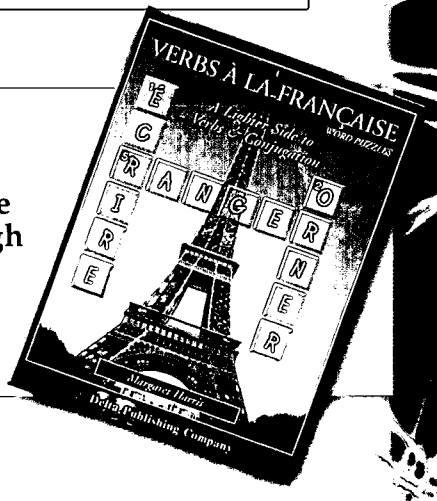
This book describes the population of heritage language speakers in the United States and outlines what needs to be done to help them develop a high level of proficiency in their heritage language for use in academic and professional arenas.

1-887744-68-1 ***$20.95***

HAVE FUN WITH FRENCH VERB CONJUGATIONS!

This reproducible supplement provides the opportunity to become familiar with approximately 600 verbs and all conjugations through the use of various puzzles.
A fun-filled activity book designed to enliven your class and make learning French verbs enjoyable.

1-887744-62-2 ***$24.95***



Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050

Toll Free (800) 323-8270 or (815) 363-3582 • Fax Toll Free (800) 909-9901 or (815) 363-2948
www.delta-systems.com

from p.28

complete college degrees at a distance.

Rep. John L. Mica, from the 7th Congressional District in Orlando, Florida, elaborated on Parmentier's comments, saying, "All technologies will come to depend upon ADL and Simulation. What's just around the corner is mind-boggling. It will be a world without learning borders."

SCORM is set for a number of releases. A late 2001 release will certify conformant content and a 2004 release might see SCORM transformed into "LARM": Learning Architecture Reference Model as the next-generation of distance learning.

In this emerging Net-centric world, simultaneous translation will be commonplace and truly people-to-people.

Parmentier suggests there have been three learning revolutions: "Writing, Printing, and Digitization." Since SCORM is a "living document," no one can know what the next 10 or 20 years will bring, "but it will



Michael Parmentier, director of Readiness and Training at the Pentagon.

be a learning environment that, even we the architects, will be astounded at how quickly the change occurred."

The first war of the 21st Century, the war on terrorism, will be fought on many fronts. It will also be a war of words using English and other tongues. America and the free world will be more successful by communicating to citizens of other cultures in their own languages. Through distance learning, technology, and the architecture of SCORM, American service people will be the best educated, culturally sensitized, and language proficient in the world. ■

Web References

Advanced Distributed Learning: http://www.adlnet.org/
Defense Language Institute English Language Center: http://www.dlielc.org/
Defense Language Institute Foreign Language Center: http://www.dli.army.mil/
PfP Consortium of Defense Academies and Security Studies Institutes: http://www.pfpconsortium.org



- Up to $50,000 for college fees and expenses through the Montgomery G.I. Bill and Army College Fund.
- A Loan Repayment Program with up to $65,000 to help pay student loans.

Language Magazine talked to Staff Sergeant Bill Hudon who advises potential candidates for the Program.

What is your role as an Army recruiter?

BH: First and foremost we are advocates and not recruiters. Our key mission is to promote opportunities for foreign language learning and employment both in and out of the military

When did the U.S. Army Language Program begin?

BH: The program was started late in 1998 because of the general lack of public knowledge about the use of foreign languages in the Army. We very much want to educate the world that the Army is much more than tanks and living in the woods. We hope to generate interest while educating the world on our program. One of our major difficulties is finding qualified applicants who can pass the battery of tests we require.

What qualifications do applicants to the Program need?

BH: Applicants need to be between 17 and 34 years old, U.S. citizens and should be generally free of serious law violations. Gender is not an issue. We are also looking for applicants for the Civilian Acquired Skills program, through which we take already bilingual applicants and accelerate their promotions—the same qualifications apply but they do not have pass the language aptitude test. Instead they must pass the proficiency test for their own language.

Which languages are needed the most?

BH: There is always a need for Arabic, Chinese Mandarin, Korean and Russian applicants who are either already fluent or willing to learn. Due to recent events we are also on the lookout for American Citizens with language skills in Uzbek, Pashtu, Urdu, Dhari, Persian Afghan and a few others from the same region

What happens to applicants who are accepted into the program?

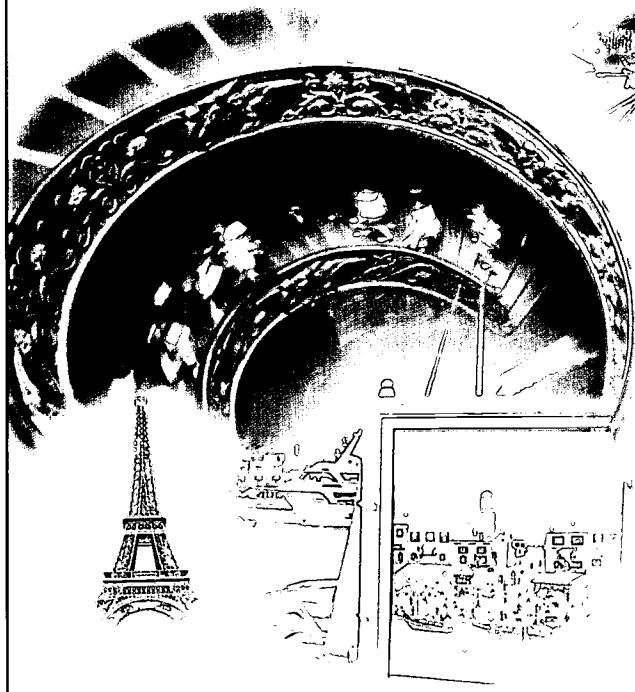
BH: Those accepted into our program will become soldiers and do have to attend basic training. Afterwards they will attend the prestigious Defense Language Institute (DLI) in Monterey, California. They will attend a course from anywhere between 25 and 63 weeks depending on the language. The classes are very small and taught by some of the best language teachers in the world, 90 percent of them being native speakers of the language taught. Classes are generally 7-8 hours daily, 5 days a week. All branches of the U.S. military attend DLI. And of course because the students are also soldiers in the United States Army they do not pay for any of the education and receive a good paycheck to boot.

Those students who take minimum residency requirements at Monterey Peninsula College (near DLI) during their language course at DLI will receive an Associate of Arts degree from that school which really translates into a two-year degree within 9-19 months depending on the language. The exact requirement for the Associates degree is 4 electives and 2 CLEP tests along with the credits earned at DLI (45 ACE recommended, and DLI is WASC accredited.)

How do DLI graduates complete their tours of duty?

BH: Graduates of DLI complete their tour in one of three main jobs within the Army's Military Intelligence field. The Voice Interceptor/ Electronic Warfare Specialist, who covertly collects information transmitted through the airwaves, the Interrogator, who collects information from human sources, either enemy prisoners of war (EPW), defectors or other persons with information. And finally, as for the Interpreter/Translator positions, these jobs are self-explanatory, but they are limited to reservists (part time) only. ■

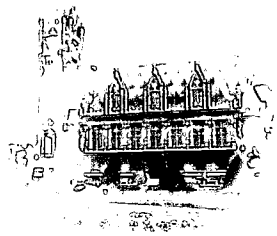
Interested readers should visit the language link at www.goarmy.com for more information. SSG Bill Hudon is one of eight Language Advocates in the U.S. The program is lead by SFC Frank Marois.





Autumn Enrollment

2002



Global Vistas, The Educators' Choice

The July/August issue of American Language Review carried a persuasive article ("The Value of Travel," page 51) about the benefits of educational travel for students and teachers.

The article features three well-traveled educators; Christy Johnson of Louisburg, Kansas, Robert Grenier of Walpole, New Hampshire, and Charlie Wieners of Drexel Hill, Pennsylvania.



Christy, Robert and Charlie surely qualify as experts—they average nearly 20 years of student travel apiece, with 12 different companies. They share a good deal more, however, than just their belief in the benefits of student travel.

All three travel with Global Vistas. They have for years.
Sure, they've tried the others.
Now, they all call Global Vistas "home."

Find out why. It's a real education.

Travel FREE With 6

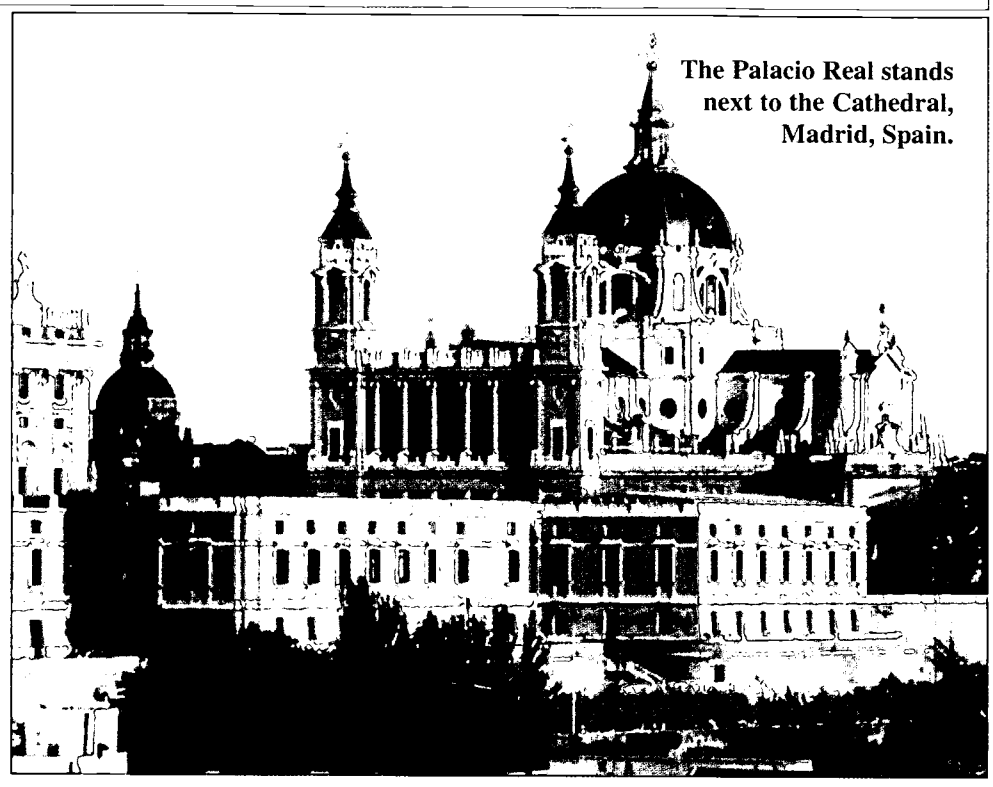
With Global Vistas, you travel for free with 6 paying participants.
Extras earn you the highest cash stipends paid anywhere.
Come over from a competitor company, and add hundreds of dollars in Experience Bonus cash every time you travel.

GLOBAL VISTAS
Where quality is the difference.

It's time you came home–to Global Vistas.

www.globalvistas.com ○ 1-800-757-5580 ○ "The Class of the Field"©

Short Spanish Immersion Destinations



The Palacio Real stands next to the Cathedral, Madrid, Spain.

Organizing (and advising on) immersion programs for language students has never been an easy task, and now there are so many options available that it has become a full-time occupation, however, for those of you who also have to find time to teach, *Language Magazine* is running a series of articles to point you in the right direction.

As Spanish is America's most popular foreign language option, it will be the focus of the first three articles. To help you decide where to go, here are briefs on some of the key destinations:

SPAIN

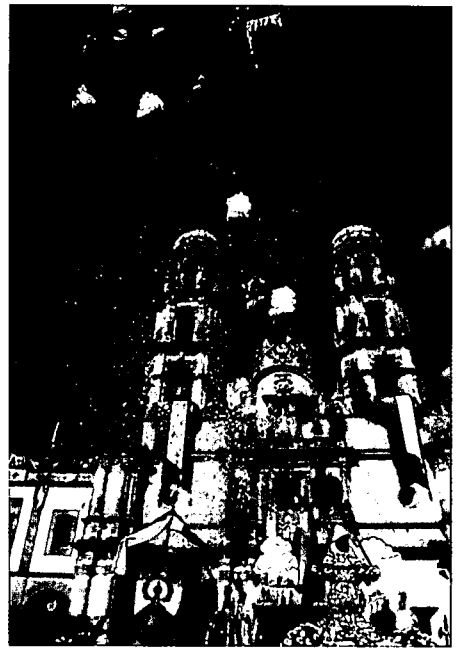
Almost 10 percent of all Americans studying abroad go to Spain, making it the top foreign language destination. Language schools are monitored by the CEELE quality control scheme. The relative strength of the dollar against the peseta makes Spain good value, but there are lots of other reasons for its popularity:

Madrid: With a young population of just over 4 million, Madrid represents the new optimism of Spain, oozing vitality and character. Madrid has thrived under democracy and now offers a wide choice of superb restaurants, art galleries, fashionable shops, clubs and theaters offering music and dance. Renowned for its night life, Madrid really comes into its own in the early hours when the whole city seems to be buzzing between night clubs and bars that stay open until dawn.

For art-lovers, the Prado, one of the world's great art galleries, is a must, especially since it is situated beside the beautiful Retiro park. As well as several other galleries, excursions to El Escorial and Toledo are highly recommended.

Madrid is popular with foreign students, but, despite its attractions, it is not over-run with tourists, which makes it an ideal environment for Spanish immersion. There are lots of quality language schools in the city and most study abroad agencies will be able to offer a choice of centers. Marquette University has been running a program at the Complutense University for over 30 years. Keep in mind that summers can be very hot and much of the city closes down for August.

Barcelona: Located on the Mediterranean coast, Barcelona is the second-largest city in Spain and probably the coolest. Besides being a major port and industrial center, it is also the capital of the historic region of Catalonia (Cataluña or Catalunya), with its distinctive language and culture. Nestled between the mountains and the sea, Barcelona is a lively city with a unique blend of old and new. The oldest part is the Gothic Quarter, featuring a 13th-century cathedral, medieval buildings, and the City History Museum. In sharp contrast, the renovated waterfront has an aquarium, beaches, and other attractions. The buildings, featuring the work of the eccentric Gaudí, are amazing and the art, with important collections by Picasso and Miró, will excite any aficionado, but the real joy of Barcelona is the people and their joie de vivre.



Guadalajara, Mexico

Catalan is spoken widely, but its similarity to Spanish and the welcoming nature of Barcelona, as Spain's most international city, make up for any linguistic concerns. The city is home to language schools of all shapes and sizes, bookable through agencies or you can book semester/year programs through colleges and universities, such Brethren Colleges Abroad.

Salamanca: Known as the "Golden City", half a million people live in this culturally rich city located in the mid west of Spain (Castilla y Leon region). Salamanca has a rich history of scholarship and cultural activity. The University of Salamanca, founded in the 1200's, has influenced thought in a wide range of subjects and now hosts Spanish language programs run by Florida Atlantic University and Global Vistas. The Plaza Mayor (built in the 1500's)

Continued p.34

www.foreignstudies.net

STUDY ABROAD / A LIFE EXPERIENCE
"Breaking the Language Barriers"

SAFE TOTAL IMMERSION PROGRAMS

SPAIN
Alicante
Las Palmas
de Gran Canaria

MEXICO
Guanajuato

- ❑ HOST FAMILIES
- ❑ HOST COUNTRY INSTRUCTORS
- ❑ INTERNSHIPS
- ❑ COLLEGE CREDIT
- ❑ PROGRAMS FROM TWO WEEKS TO A SEMESTER

CALL 888 722 5346

Study in Salamanca SPAIN

- Spring & Summer courses in one of Spain's most beautiful, historic and vibrant cities
- All levels of Spanish, plus Culture, Literature, Art, Art History, Architecture & International Business
- Accommodation with pool, sports and excursions included
- The program is a joint project of FAU and ESIC, one of Spain's leading private business schools since 1965.

Florida Atlantic University
Office of International Programs
phone 800 935 5734
www.fau.edu/goaboard

Africa • Australia • Chile • China • Costa Rica • Czech Republic
Denmark • England • France • Germany • Ireland • Israel
Italy • Malta • New Zealand • Scotland • Spain • Thailand

YOUR GATEWAY TO THE WORLD

- **University credit**
- **Scholarships available**
- **Intensive language classes at all levels: Spanish, French, Italian, German, Basque, Thai, Chinese, Danish, Hebrew**
- **Semester, yearlong and summer programs**
- **Wide range of academic courses including art, business engineering, history, political science**
- **Small classes**
- **Outstanding faculty**
- **Field trips and tours**

University Studies Abroad Consortium
usac@unr.edu

http://usac.unr.edu

SM

Study Abroad, Learn Spanish

Spend a semester or academic year in:

Barcelona, Spain
Quito, Ecuador
Xalapa, Mexico

1962 BCA 40 YEARS 2002

www.bcanet.org
mail@bcanet.org
219-982-5238

Since 1962, BCA has offered exciting study abroad programs for college students of all language abilities. There is no better way to learn or perfect your Spanish, French, Japanese, Chinese, or German than by Studying abroad with BCA.

from p.32

is considered one of the most beautiful squares in Europe and the old city is a UNESCO World heritage site. For a city of its size, Salamanca has more than its fair share of attractions with theater performances, live music, museums and galleries. Salamanca is also a modern city with shops, markets, restaurants, cafés and a typically Spanish swinging night life.

Very much a university town, Salamanca is a popular language study destination and a comfortable size for younger groups.

MEXICO

Its proximity, its climate and its wealth of destinations make Mexico an obvious choice for Spainsh immersion programs. Most agencies can arrange programs there and the government operates a state approval system in which it issues numbers to qualifying schools.

Guadalajara: The second largest city in Mexico with a population of five million, Guadalajara, is considered to be the country's most Mexican city and has many of the attractions of Mexico City without the problems of overcrowding and pollution. As well as being the home of Mariachi music, tequila and sombreros, Guadalajara is known for its museums, galleries and historic, colonial buildings. As the musical capital of Mexico, the city is full of live music venues, suiting every taste, as well as great restaurants.

Cuernavaca: Thanks to its mild climate, Cuernavaca has been the preferred retreat for the wealthy and fashionable from Mexico City since colonial times. Despite its proximity to the capital, it has managed to retain an air of comfortable tranquillity. Many of its grand colonial homes have now been converted into museums, galleries and restaurants, providing plenty of activities to do during the week, before the influx of weekend visitors arrive to liven it up.

ECUADOR - Quito

Ecuador's capital, Quito, has become a popular destination for immersion students because of its friendliness and beauty. The recent downturn in the Ecuadorean economy has made the cost of living very reasonable for foreigners. It is located in a beautiful valley surrounded by the snow capped peaks of the Andes. It is a Franciscan city and feels friendlier and safer than most other large Latin American cities. Furthermore, it has kept its colonial charm in spite of its population growing to one million. The temperature is determined by its altitude and averages 60-70 during the day and 50 during the night. ■

Spanish Immersion Contacts:

Study Abroad Agencies/Organizations: Academic Studies Abroad, Adventures in Real Communication, Council-ISP, AmeriSpan, Culture Quest, Foreign Language Study Abroad Service, Global Vistas, Languages Abroad, Lingua Service Worldwide, National Registration Center for Study Abroad (NRCSA), PATA, PAX, Seven Continents, Spanish Abroad, Study Abroad-A Life Experience, Travel Selections, Universities Study Abroad Consortium

Universities/Colleges: CEA, Arcadia University, Florida Atlantic University, Kentucky Institute for International Studies (KIIS), Marquette University, Montclair State University, Monterrey Tech System, Saint Louis University Madrid Campus, Universities Study Abroad Consortium

Schools: Academia Latinoamericana, Academia Tica, Costa Rica Rainforest Outward Bound School, Costa Rica Spanish Institute, Cuauhnahuac, don Quijote, EF International, Eltschools.org-Guadalajara, Encuentros (Cuernavaca), ENFOREX, Estudio Sampere, IMAC-Guadalajara, International House, La Brias, Malaca Instituto, Mexican Immersion Center, OLÉ Spanish Language School, Second Language Acquisition, ZADOR

For further details of Spanish Immersion programs offered by the above organizations visit:
www.languagemagazine.com/spanimm/

Our Basenji and Rhodesian Ridgeback think everyone should learn Afrikaans.

Our Vizsla thinks everyone should learn Hungarian.



No matter what language you want to learn, World of Reading is the place to go.
Software, Videos, DVDs, Audio CDs and Tapes & Books for all ages,
in over *100* languages, All at discounted prices.

Visit us online at WWW.WOR.COM or call or e-mail for a print catalogue.

World of Reading, Ltd.
P.O. Box 13092
Atlanta, GA 30324-0092

Toll-Free: 1-800-729-3703
Fax: 404-237-5511
Phone: 404-233-4042
E-Mail: polyglot@wor.com

MUZZY is the award-winning video course created by the BBC (British Broadcasting Corporation) to teach beginning Spanish, French, German, Italian or ESL. Used successfully in schools throughout the world, MUZZY has been endorsed by teachers in North America for all beginning students, K through college.

MUZZY IS FUN AND IT WORKS.

MUZZY is winner of an American Teachers of German Award, the Parents' Choice Award, the Worlddidac Award, a Duke of Edinburgh Prize, and a *Media & Methods Award.* MUZZY is designed to teach listening and speaking skills in a natural way, which will engage your students and motivate them to learn and use the language.

"It has been our experience that young students as well as middle school students love to watch MUZZY and, in the process, they are not even aware of how much language they are learning."

– *Mari Haas, Columbia University Teachers College & Myriam Chapman, Bank Street School, Journal of the NNELL.*

TEACHERS USE MUZZY AS SUPPLEMENTARY MATERIAL AND CORE CURRICULUM.

Big story videos with 66 chapters in 6 parts, powerful vocabulary videos in 27 lessons, two audio cassettes with 11 fun MUZZY songs, a CD-ROM with 7 interactive programs, a set of 70 reproducible activity masters, and a comprehensive teachers' guide combine to create myriad options for teaching.

"I use MUZZY as my core curriculum. You can't do better; its scope and sequence are so logical."

– *Susan Kohi, Greenway Middle School, Paradise Valley, AZ*

"I have never seen another program as good."

– *Sally Kull, Armstrong Elementary School, Highland Park, TX*

"My students shout for MUZZY! It has all the basic content and stimulates students with the characters' actions. It's a very strong program."

– *Shelly Schieffelin, Mohawk Trails Regional H.S. Shelburne Falls, MA*

ESL EDITIONS AVAILABLE!!

"My Students Shout For MUZZY!"

TRY MUZZY RISK FREE FOR 30 DAYS.

MUZZY has been a hit from pre-K to the Ivy League... wherever beginning language is taught. We're certain you'll love it, just as nearly a million children, parents and teachers do worldwide. Let your students be so enthusiastic that they shout for MUZZY!

Call now: 1-888-248-0480



MUZZY, THE BBC LANGUAGE COURSE FOR CHILDREN.

Hundreds of schools and school districts in 45 states are using the MUZZY **Classroom Edition.** Perfect for K-8, yet MUZZY works superbly with all who are new to a second language. Available in **Spanish, French, German, Italian or ESL (English as a Second Language)** for $224 (plus $9.50 for shipping and handling).

SCHOOL PURCHASE ORDERS WELCOME.

Please fax your purchase order any time to 1-800-301-9268 or mail to:

Early Advantage
270 Monroe Turnpike P.O. Box 4063
Monroe, CT 06468-4063

Site Licenses and custom packages are available for your school, district or state. For more information, call any time at 1-888-248-0480.

Visit our Just for Teachers Section at www.early-advantage.com

Early Advantage

381

Dept. code: 01-0160

ERIC Full Text Provided by ERIC

LANGUAGE AND POLITICS

The Politics of Language: Conflict, Identity, and Cultural Pluralism in Comparative Perspective
Carol L. Schmid
Oxford: Oxford University Press, 2001, 218 pp. Paperback, $19.95

CAROL SCHMID gives a good overview of the history of United States language policy that is getting increased attention because of the upsurge in immigration into the United States in the last three decades. Her overview of the history of language politics in the United States is fairly familiar along with her examination of Proposition 227 in California and even the language situation in Quebec. More interesting, especially to someone like me living in the American west, is her examination of the Puerto Rican situation and Switzerland's history as a multilingual nation.

Schmidt examines how "nativist" organizations such as US English, supported disproportionately by well off white males, use language as a proxy for other issues, especially in periods of economic downturn. These nativist organizations look back to an illusory period in American history when there was one language and culture, with, in the words of Joshua Fishman, language becoming "part of the secular religion, binding society together."

Nativist organizations feed on popular misconceptions about recent immigrants, including over-estimates of the number of foreign-born Americans and the false notion that most are illegal. She reports some interesting statistics, including that one out of three high school students in California are now of Hispanic origin with a 50% dropout rate. Interestingly, 30% of the dropouts actually never enrolled in school. And, of course, the schools Hispanic students attend have the least funding and most teachers without full certification. On the other hand, one-third to one-half of the engineers and microchip designers in California's Silicon Valley are immigrants.

Schmid describes two approaches to language freedom, that of individual rights more practiced in Canada and territorial rights more practiced in Switzerland. She suggests that the way Switzerland has handled multilingualism and multiculturalism as a local issue makes more sense than the Canadian example of official bilingualism across the country and that if Puerto Rico should become a state, that is the approach to take. In Switzerland, the local governing bodies decide the first language of the schools, and other national languages are taught as second languages through bilingual education.

In her examination of the Oakland Ebonics controversy, Schmid describes how Swiss Germans with their own unique non-standard dialect of German introduce children to "High German" in schools without denigrating the use of the oral dialect used outside of school, which she roughly equates to being similar to Black English.

English Only efforts, such as those dictated in Puerto Rico throughout much of its history as an American colony, lead to nationalistic opposition movements. Interestingly, Schmid finds that it is the upwardly mobile elite fueling nationalist movements in Quebec and Puerto Rico as they find language blocking their economic and social progress. Schmidt argues that "the majority of Canadians, both inside and outside of Quebec, would prefer a Swiss solution with extensive provincial autonomy within a federal framework." Such a territorial point of view would work well with American Indian Nations in the United States and First Nations in Canada, wishing to both revitalize their tribal languages, teach their children better English, and promote academic success.

Schmid cites polls and studies to show that most Americans, including recent immigrants, subscribe to an American creed that includes love and pride in the United States. In fact, unlike the propaganda put out by the English Only groups, immigrants are learning English faster than ever. Part of this American creed is the idea of "expanding freedom." Progressively over its history, more and more laws have been passed in the United States to protect people against different kinds of discrimination, including discrimination based on national origin. However, "national origin" today is only sometimes interpreted by courts to include protection of non-English language rights. It seems logical that just as we have moved to ban discrimination based on skin color, religion, and national origin, we should move on to allowing more linguistic freedom. It is not the language that the Declaration of Independence, Constitution, Bill of Rights, and other key United States political documents are written in that is important, it is the ideas that are embodied in those documents that can be expressed in any language.

Carol Schmid does a real service by pulling together in her new book a vast amount of research on the politics of language and presenting that material in a readable and compelling synthesis. ■

Jon Reyhner, Associate Professor of Bilingual Multicultural Education, Northern Arizona University.

FULBRIGHT TEACHER and ADMINISTRATOR EXCHANGE

Opportunities for educators at the elementary, secondary, two-year and four-year college levels to:
- Exchange classrooms with teachers from other countries.
- Participate in a six-week administrative exchange.
- Attend a classics seminar in Italy.

TO QUALIFY YOU MUST:
- Be a U.S. citizen.
- Be fluent in English.
- Have a Bachelor's degree or higher.
- Be in at least your third year of full-time employment.
- Hold a current full-time teaching or administrative position.

Underrepresented groups are encouraged to apply.

For more information and an application contact:
The Fulbright Teacher and Administrator Exchange
(800)726-0479
www.fulbrightexchanges.org

Applications must be post-marked by October 15, 2002

Note: Foreign nationals should contact the U.S Embassy or Fulbright Commission in their country.
~Sponsored by the United States Department of State~

POLITICS AND WRITING

The Politics of Writing in the 2 Year College
Barry Alford & Keith Kroll (eds.), Boynton/Cook, 2001. 135pp. Paperback $19.95.

COMMUNITY COLLEGES are an indispensable and unique feature of American education, yet they have often been marginalized, scoffed at by four-year institutions, underfunded, and seen as the last resort for economically and socially deprived students. The editors of this thoughtful and eclectic collection of essays have tried to bring together a number of voices that have some important things to say about one of the community college's chief functions: offering basic writing courses to a diverse student body.

Looking at a typical community college catalog today, one is struck by the preponderance of courses devoted to freshman composition, developmental and ESL courses. These "foundation" courses are the bread and butter, so to speak, of the institution but they rely mostly on adjuncts to teach them and are caught up in wearying battles about assessment, curriculum, degree requirements, remediation, program management and the social conditions outside which affect the way students are treated inside. More importantly, the community colleges end up taking students (in keeping with their "open door" policy) who have graduated from high school, yet are completely unprepared to do the kind of analytical and self-reflective writing/thinking required across the curriculum.

The diversity of the community college population-from 18-year-olds to mid-life career changers, immigrants, international students, senior citizens, working class low-wage earners, part-time students (many working 40 plus hours a week) is seen as a plus in bringing to the classroom a richness of experience. On the other hand, this diversity brings daunting administrative and pedagogical challenges in terms of how to teach to, support, and nourish such disparate, conflicting needs. Can one even have minimum standards in such an environment? Does one size fit all? Should all students be given endless tries to complete a degree? Is vocational tracking fair? How should literacy be defined and best attained? Is it just reading and writing or should students be trained for civic involvement in their communities since they are going to community colleges?

Finally, the role of technology cannot be underestimated as all institutions of higher learning are spending billions to wire their campuses. One of the contributors to these essays even muses on a time when students will come to school only one day a week to "check in" with their instructors; the rest of the time they will be using web interfaces to carry out course assignments! All in all, this book is a good introduction to what committed and passionate people are thinking about the role of writing and learning in America's community colleges. ■

Craig Machado is ESL Program Coordinator at Norwalk Community College, the largest of Connecticut's community colleges, serving a diverse population of students in lower Fairfield County.

Nominate Your *Language* Teacher of the Year at www.languagemagazine.com

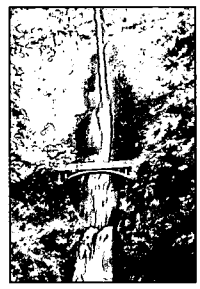
WESTERN PACIFIC COLLEGE in America
The Best Place to Learn English In Portland, Oregon USA

☑ Portland is one of the best and safest cities to live in the USA
☑ Lower living expenses/No State Sales Tax to pay

WPC Offers Excellent Intensive English Language Programs




* Classes for All Ages
* Monthly Enrollment
* 25 to 31 Lessons per Week
* Sessional & Summer Courses
* Caring Staff/Qualified Teachers
* College and University Preparation
* Short and Long Term Programs for Groups
* Brand New on Campus Housing and Meal Plans
* 10 Levels of English from Introduction to Advanced
* Cambridge TOEFL preparation classes


Multmonah Falls, Oregon

AGENTS WELCOME!!
Generous Terms and Efficient Service

WESTERN PACIFIC COLLEGE
9237 SE Powell Blvd.
Portland, Oregon 97266 USA

Tel: 503-775-8983
Fax: 503-775-4967

www.westernpacificcollege.com
Email: westernpacif@earthlink.net

MACQUARIE UNIVERSITY ~ SYDNEY

MACQUARIE UNIVERSITY~SYDNEY

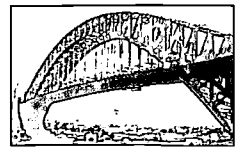
POSTGRADUATE DEGREES IN APPLIED LINGUISTICS BY DISTANCE OR ON CAMPUS

The Department of Linguistics is home of the Australian National Centre for English Language Teaching and Research and four other research centres, and has over 600 current postgraduate students in over 30 countries.

- Rigorous and challenging programs
- Choose from Applied Linguistics, TESOL and Literacy strands at Masters and Diploma levels
- Mixed mode (on campus and distance) readily available
- Discussion lists linking distance and on-campus students
- Pay only for the units you take each semester
- Work at your own speed, taking from one to five units each semester
- No residence requirements for distance students
- Admissions twice-yearly
- Credit transfer available

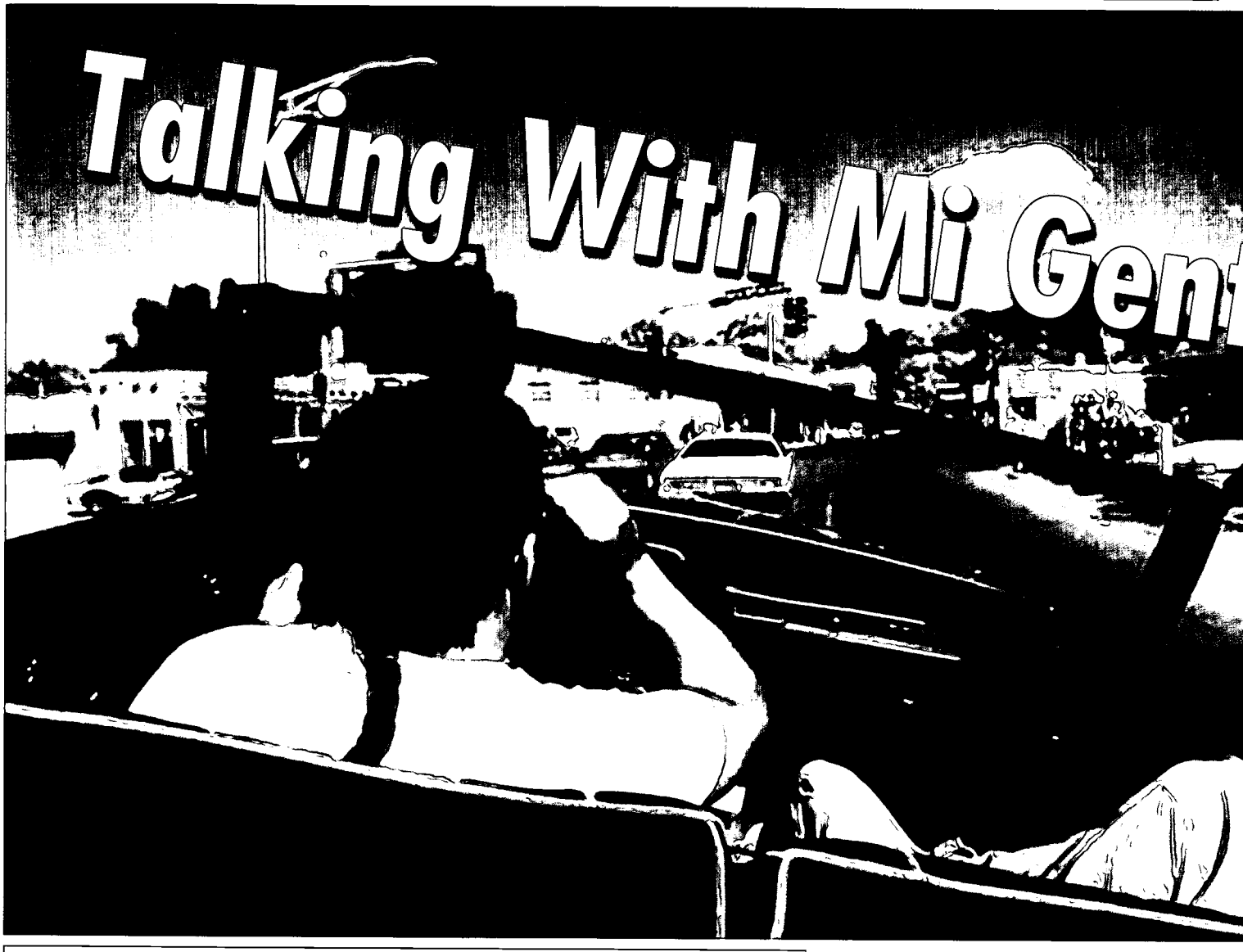
D App Ling
M App Ling
PG Dip App Ling
PG Cert TESOL
Also available
PhD and MA (Hons)

Further details from:
lingdl@ling.mq.edu.au
Linguistics Postgraduate Office,
Macquarie University Sydney,
NSW 2109, Australia
Tel: +61 2 9850 9243
Fax: +61 2 9850 9352



www.ling.mq.edu.au

Talking With Mi Gen



Carmen Fought discusses the Chicano English dialect of the Southwestern United States.

A coworker of mine asked me recently, "Why do so many Mexican-American students seem to have such a hard time speaking English, even if they were born here in the U.S.?" I realized that her comment was based on a mistaken impression. She heard some students speaking English with what sounded like a Spanish accent, and assumed that Spanish was their first language. Instead, what she was probably hearing was Chicano English. Chicano English is a dialect spoken mainly by people of Mexican ethnic origin in California and the Southwest. There are other varieties associated with Latino communities as well. In New York City, for example, one [illegible] Puerto Rican English, which shares some properties with Chicano English, but is different in other ways.

Why Study Chicano English?

One of the factors that makes Chicano English worth a long linguistic look is the fact that it "grew up" in a bilingual setting. As immigrants from Mexico came to California and other parts of the Southwest, communities developed which included many people who spoke only Spanish. Many of these speakers began to learn English, and like other learners of a language, they spoke a non-native variety which included sounds and grammatical constructions from their first language, Spanish. But the children of these immigrants grew up using both English and Spanish, and as the communities began to stabilize, so did a new dialect of English.

Because of its origins, Chicano English does have many features, especially in the phonology that show the influence of Spanish. For example, the 'a' sound in words like *pasta* or *saw* sounds much more like the Spanish "a" than in other dialects of English. In the ending on words like *going* or *talking*, Chicano English speakers tend to have a higher vowel, more like the 'i' of Spanish (as in *si*), so that the words end up sounding more like 'goween' and 'talkeen'. There is also a special use of the word *barely* in Chicano English to mean 'had just recently' as in *These were expensive when they barely came out.* (In my dialect, this would be translated as: *These were expensive at the beginning, when they had just come out.*) This may come from the Spanish adverb *apenas*, which can mean that something almost did not happen



but then it did (which is what *barely* means in many English dialects), or it can mean that something happened just recently. This latter meaning that can sometimes be attached to barely in other dialects of English (*Don't leave; you barely got here!*) but not always (e.g. *I barely broke my leg*, which speakers of most other dialects don't say, but which is acceptable in Chicano English).

Is Chicano English just the non-native English of Spanish speakers?

It would be a mistake to characterize Chicano English as "learner English", somehow imperfect and non-native. Chicano English is a stable and fully-formed dialect, linguistically and structurally equivalent to other dialects of English, such as the varieties spoken by Anglos in the same regions. Like the coworker I mentioned earlier, many people hear Chicano English and assume that what they are hearing is the 'accent' of someone whose first language is Spanish. The problem with this theory is that many speakers of Chicano English are not bilingual: they may not know any Spanish at all. Despite the mistaken impression that many people have, these Mexican-American speakers have in fact learned English natively and fluently, like most children growing up in the U.S. They just happened to have learned a non-standard variety that retains indicators of contact with Spanish.

"It has been discovered that some Chicano English speakers also incorporate features from the local Anglo dialect, a California variety known colloquially as the 'Valley Girl' dialect. Additionally, some speakers use features from African-American English."

My students often insist that they can tell whether someone is bilingual or not from their English. To test this, I have made up a tape of short segments (in English) spoken by four Chicano English speakers from my fieldwork in Los Angeles in the mid-90's. Two of the speakers are bilingual, and two speak only English. I play this tape for the students and ask them to identify each speaker as bilingual or monolingual. In every class where I have done this test, the students are unable to classify the speakers correctly. The most non-standard sounding speaker, for example, is usually labeled by a majority of the class as bilingual, yet I discovered in the interview that the most he can do in Spanish is count to ten. The truth is that you don't need to know any Spanish to speak Chicano English.

Chicano English also includes features that are not clearly attributable to Spanish. An example is multiple negation (*She didn't tell me nothing about it*) which could be related to Spanish, but could just as easily have come from other non-standard dialects spoken by working class African-Americans or Anglos, for example.

More recently, it has been discovered that some Chicano English speakers also incorporate features from the local Anglo dialect, a California variety known colloquially as the "Valley Girl" dialect. Additionally, some speakers use features from African-American English.

Of course, not everyone in a particular Mexican-American community speaks Chicano English, and there is also a wide range of styles encompassed by this label, as is the case with other dialects, including

continued p.40

Free TOEIC test practice at www.toeicmastery.com!

Achieve Success on the TOEIC® with TOEIC® Mastery™

TOEIC Mastery is ideal for use in a preparation course or as a self-study aid to help achieve the highest possible score on the TOEIC test.

- Interactive CD-ROM and detailed Study Guide
- Over 1,000 high quality TOEIC-format questions
- Full-length tests which simulate the timing and scoring of the actual TOEIC
- Explanations for all practice and test items
- Provides unlimited listening practice
- Sharpens test-taking skills and develops confidence
- Improves overall English language proficiency



For expert test-taking strategies, FAQs about the TOEIC, and to place your order, go to www.toeicmastery.com.

American Language Academy
1401 Rockville Pike, Suite 550
Rockville, Maryland 20852 USA

PHONE: 1 (301) 309-1400
FAX: 1 (301) 309-0202
E-MAIL: software@ala-usa.com

© 2001 American Language Academy. TOEIC Mastery™ is a trademark of the American Language Academy. TOEIC® is a registered trademark of Educational Testing Service.

For our complete line of software products for ESL/EFL students, go to www.ala-usa.com/software.



standard ones. Some middle class speakers in a Mexican-American community may speak a variety that is grammatically fairly similar to more standard dialects, but retains a special phonology, while other middle class speakers might not speak Chicano English at all. Women, in general, speak Chicano English a bit differently than men. The language used by young speakers who are gang members includes terms that other members of the community do not use.

What is "Spanglish"?

Also characteristic of Chicano English is the use of Spanish lexical items. Even speakers who do not know much Spanish will occasionally throw in a word or phrase like *ándale* or *hasta la vista* as a kind of identity marker. This occasional use of a Spanish word is different from code-switching: the more complex mixing of lexical items and structures from English and Spanish in a single sentence. An example of code-switching would be *Es un little boy* (It's a little boy). This pattern is most common among speakers who are highly fluent in both languages. It can also occur among Chicano speakers who don't speak Chicano English, but mix Spanish with some other dialect of English. Linguists have discovered that there is code-switching in most communities where two languages are spoken on a regular basis. It seems to be a basic human reaction to the everyday use of two languages in a society, and is subject to rules and norms just like any other part of language. Nonetheless, people often have a negative reaction to it, and assign it a negative label. In the communities where Chicano English is spoken, the term used for code-switching is usually "Spanglish". I think of this term as a somewhat negative one. However, I was surprised to find that the attitude toward Spanglish among the young adult speakers I talked to in Los Angeles was very positive.

> "Fluency in Chicano English includes the acceptance of using Spanish and English in the same sentence, whether or not one does it."

David, 17, for example, told me, "Two languages sounds better for us Mexicans." Jorge, 18, told me he liked code-switching, and explained to me that it is what distinguishes Chicanos or Mexican-Americans from people actually living in Mexico. He referred to code-switching as 'Chicano language". Several other young Chicano speakers referred to this way of talking as 'cool'. So in some sense, one might say that fluency in Chicano English includes the acceptance of using Spanish and English in the same sentence, whether or not one does it.

Is Chicano English Influencing Other Dialects?

We know that Chicano English has been influenced by other dialects, such as Valley Girl English or African-American English. An interesting question is to what extent that influence has gone in the other direction. The pronunciation of *going* as 'goween', for example, is something that I hear increasingly among California Anglo students. Did this come from Chicano English? I don't know the answer to this question, but in the meantime, I will keep a sharp eye on *barely* to see what happens in the future. ■

Carmen Fought is an Assistant Professor of Linguistics at Pitzer College and author of the forthcoming book *Chicano English in Context*.



Think Longman ESL

Life is full of choices, and we're here to help you make the best one for your students. Longman provides exceptional educational materials for ESL students from imprints you already know and trust like *Scott Foresman, Prentice Hall Regents and Penguin.*

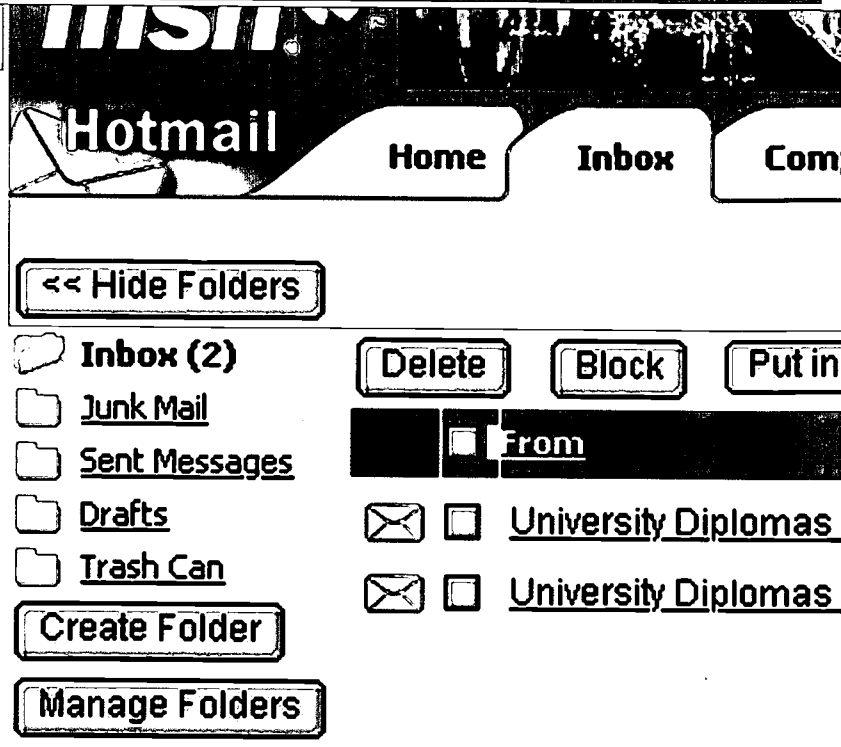
So when you think about purchasing ESL educational products—think Longman ESL.

VISIT OUR WEBSITE OR CALL: www.longman.com • 1-800-375-2375

Longman • Scott Foresman • Prentice Hall Regents • Penguin

ERIC

Arnie Cooper cautions against online diploma mills.



Degrees of

For international students, getting a degree from an American university used to be much harder. One had to come to this country, learn the language, then attend classes, write papers and take tests. Yes, one still needs to master English, however, these days, thanks to distance learning, second language students are finding more and more places to get degrees without setting foot on American soil.

But there's an even easier way. For just a few hundred dollars, online diploma mills will "award" almost any kind of degree to anyone with a valid credit card. If you have an .edu extension on your email address, you've likely seen the following message appear in your inbox: *"Obtain a prosperous future, money earning power, and the admiration of all. Diplomas from prestigious non-accredited universities...No required tests, classes, books, or interviews."*

The problem for international students is that because they're unfamiliar with the language, culture and business practices here, they become easy targets for such Internet scams. Several months back (before writing this story), I decided to see how easy it would be to obtain a degree. After calling the non-toll free number at the bottom of the email message, a recording mentioned the University Degree Program then instructed me to leave two phone numbers. I did and within a few hours a lovely woman with an Irish accent—she said she was in Dublin—returned my call. Her scripted talk informed me that my degree would be good for "business purposes". Only when I asked did she reveal the name, Shelbourne University (http://henryheston.com/shelbourne/) Ms. "X", as I'll call her, went on to tell me about their "correspondence course" – actually 250 questions to be graded by Shelbourne "professors". "But, if I had the necessary life and practical experience I could get the degree within ten days." All for just $1900.

"But that's so much money," I whined.

"Well, it's significantly less than the $50,000 you'd spend for a traditional university degree," she replied.

Sensing my hesitation, Ms. "X" told me that if I ordered today I'd receive a special $500 discount. I said I'd get back to her.

According to Michael Lambert, executive director of the Distance Education and Training Council, diploma mills have been operating since the 1920's. "Now with the World Wide Web, you can be up and running for a couple thousand dollars," says Lambert.

Indeed, John Bear, former director of the FBI's Diploma Scam (Dipscam) program and author of *Bears' Guide to Earning Degrees by Distance Learning* says close to 500 of these bogus universities exist. He estimates they rake in close to 250 million dollars a year. And says Bear, Shelbourne, which has several aliases, is one of the biggest scams. "It's owned by an American, uses a British mail drop, does telemarketing in Romania, printing in Jerusalem and banking in Cyprus. Who can track these people down?" This says Bear, is one reason fake schools continue to proliferate.

Beyond geographic protection, these enterprises fake accreditation by forming their own accreditation organizations. "It's the Wild West out there," says Lambert. "With 100 fake accreditation agencies, the average person does not distinguish between the good and bad ones."

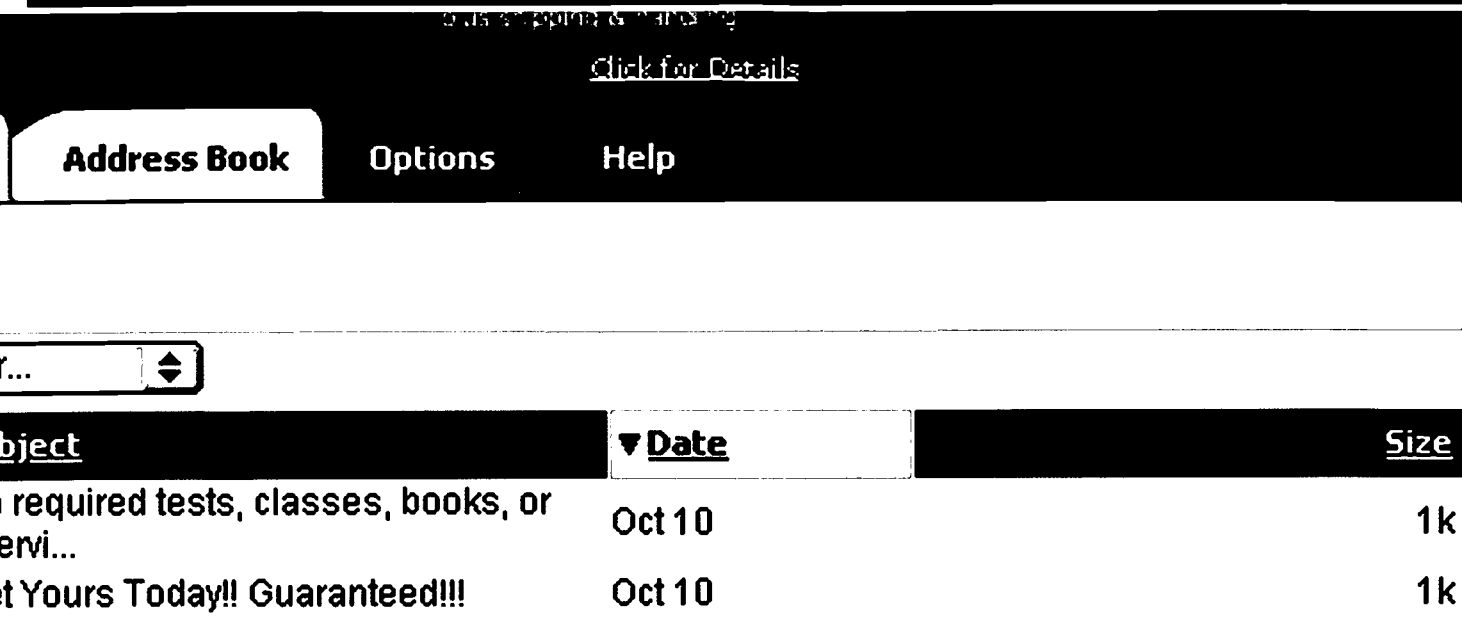
This includes Johnny Roberts, Fayetteville, Georgia's police chief. As Dave Hamrick, writer for Georgia's *Daily Citizen Online* reported: Roberts was one of two officials who purchased degrees from Columbia State University. The campus, which turned out to be an office in Metairie Louisiana, was eventually shut down. Roberts claims to be an innocent victim.

"I've got two of the textbooks sitting right here in my office. If I had any idea that it was anything but legitimate, I wouldn't have done it," he told the *Citizen.*

For Kristin Hirst, about.com expert guide to online learning "a lot of people are desperately seeking a degree in order to get a promotion or keep a job. But some must know that the degree they are buying is a sham." Indeed, you certainly wouldn't want your students knowingly purchasing such a degree.

But Mark Warschauer, Ph.D., editor of *Language Learning and Technology*, says "the main problem of this trend for second language learners is not so much total scams (where degrees are simply manufactured) but rather the possibilities of poor quality instruction. Though some distance programs might meet the needs of some L2 learners, students need to think very carefully about the quality of the program before taking out their credit cards."

In any case, instructors need to keep a watchful eye out for their students to pre-



Dubious Distinction

"'It's owned by an American, uses a British mail drop, does telemarketing in Romania, printing in Jerusalem and banking in Cyprus. Who can track these people down?"

vent them from being lured into situations that may get them into trouble.

Consider Gary Stocco, for example, who used his degrees to climb a few rungs on the career ladder. Before getting caught, Stocco made money hitting the courtroom circuit in several states pretending to be an expert in the epidemiology of burns. His attorney, David Schertler describes Stocco as "a good man who made a mistake in judgment." Nevertheless, Stocco already served two months in jail and will be on active probation for ten years. The problem says Schertler, is "if you're susceptible, they make it sound realistic—they make it sound legit." Of course, some programs are reputable, such as the University of Phoenix's distance learning program (www.phoenix.edu). But says Bear, while a few of these enterprises are genuine, the great majority range from merely dreadful to out and out diploma mills—fake schools that will sell people any degree they want.

Students need only point their browser to www.graduate.now home of the College Services Corp. to find a virtual candystore of everything college.

Prices range from $385 for a Bachelors and $550 for a Masters to $800 for a Ph.D. Order all three and they'll save over 300 bucks. But that's not all. For an additional $75 they'll gain the prestige of Summa Cum Laude. Of course, they'll also want to have transcripts ($425 for all 8 semesters). There's even a college record verification service. For $195 "graduates" gain access to the telephone number of the "registrar's office", which can be given to potential employers.

What's more, applicants can choose from majors like "Nuclear" and classes such as Hazardous Materials Risk Management.

And the name of the university? Sorry, it won't be revealed until after placing an order. This is "to protect the integrity of the university name."

Bear, whose web site (www.degree.net) helps people avoid such scams, blames a disinterested media and lax law enforcement for the problem. Still, there have been several sting operations.

Like the one in which a state investigator set up a bogus university with the name Eastern Missouri Business College listing Arnold Ziffel (the pig from *Green Acres*), Eddie Haskell (from *Leave it to Beaver*) and M. Howard and Lawrence Fine (two of the Three Stooges) as faculty. The investigator had no problem getting accreditation from the "International Accrediting Commission" which was forced to move to another state. Perhaps they should have translated the school's seal which read: "Solum Pro Avibus Est Educatio" or Education is for the Birds. No doubt, the web has certainly given our students, educational options never before imaginable. But the democratic nature of the World Wide Web makes it an attractive place for scam artists only interested in making money. Instructors need to help learners become web literate to avoid being taken advantage of, or worse, doing something they'll regret later. ■

389

Lessons for the One-Computer Classroom

Project #7 "PowerPoint Pronoun Practice"

This project is appropriate for High Beginners and Intermediate students and above. Students should have been introduced to and have practiced using subject pronouns to replace proper nouns in simple sentences. The student will use ClipArt or a photo of an actual person or item to create a Microsoft PowerPoint "slide". The slide will feature a sentence with a proper noun as the subject. A second slide will be created with the same image as the first slide, but the proper noun in the sentence will be replaced by the appropriate pronoun in a different color typeface. When the PowerPoint slideshow is viewed, the grammar transformation being practiced will be dramatically displayed as the proper noun "magically" disappears and is transformed into the correct subject pronoun.

Step 1) Preparation for this project includes creating a "model". In this case, the model will be a PowerPoint Slideshow that will be used to demonstrate the transformation process and can be used as a "template" for each pair of slides in a student's project. Using the model as a template will help keep each student's finished project similar to all of the others. The model should look something like the illustration (p.45).

Step 2) Introduce the project to the class by running the PowerPoint Slideshow and reviewing the grammatical transformation that the students will be using. Call attention to the way in which only the subject of the sentence is replaced by the subject pronoun. Everything else remains unchanged.

Step 3) If you are going to take actual photos of students, demonstrate the use of the camera that the students will be using. If you're going to have students use ClipArt, review the steps involved in inserting a ClipArt image into a document.

Step 4) Demonstrate the steps involved in making a PowerPoint Presentation. (See below for a brief description of the process.) The students don't actually have to create the whole presentation. They can simply replace components of the model with new text and new images.

Step 5) Before a student starts to work on his or her own presentation, save the model presentation with the student's name.

Step 6) As each student or team finishes, check their work for errors or corrections. PowerPoint Presentations are meant to be viewed instead of printed. As students finish, display the final presentation for the whole class using the class projection system or call up groups of students to view the finished slideshow. It is possible to print out a paper version but it won't have the same visual impact or dynamic component that the PowerPoint slideshow has.

Creating a Basic PowerPoint Presentation

Step 1) Open PowerPoint. A Dialogue box will appear. "Create a new presentation using a Blank Presentation" will be highlighted. Click on "OK"

Step 2) A New Slide Dialogue box will

Orchestrating A Language Lab Symphony

THE SONY VOCALIST is a "lite" version of the very successful Soloist Digital PC Comparative Recorder software. Vocalist is designed for individual use on individual PCs. In field use at the language lab at Miami Dade Community College the Soloist and Vocalist passed with flying colors.

Ron Remschel, senior salesperson for Sony, said, "Sony's 25 years of expertise with language learning went into the design of the Vocalist Comparative Recorder." A comparative recorder is an audio recorder used for language learning that can play one track of audio from a tape or digital sound file (the original program material) while recording another track (your voice) at the same time. You can then listen to both tracks for comparison.

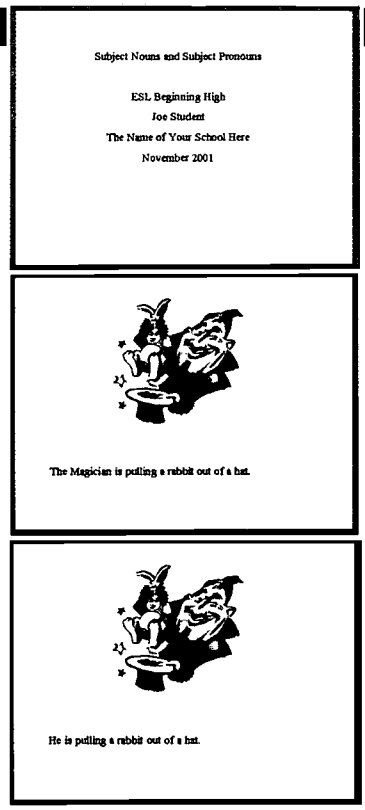
The Sony Soloist/Vocalist program is a digital recorder that is useful to the ESL student in two ways. First, Students can listen to pre-recorded material, record their own voices, and immediately play back the recording for comparison. This allows students to monitor their progress independently. Second, students can record their voices and receive immediate or delayed feedback from an instructor. Immediate feedback is possible with networked computers that allow an instructor to monitor students' recordings. Students could also be given feedback at a later date by saving their recording to a permanent folder.

The obvious benefit of the second method is that it treats students who cannot distinguish between certain contrasting sounds. Instructor feedback prevents a student's mistakes from fossilizing. When used with pre-recorded data and student self-monitoring, the Soloist has some very helpful features. Often contrastive phonemes are presented in minimal pairs. This is helpful to the student because the target sounds are isolated and can be repeated until mastered. However, the decontextualized presentation of vocabulary is often boring for students. The Soloist provides a solution to this problem. An authentic text, such as a news brief or interview, can be recorded for students, and they can repeat the whole text, any portion of the text, or a single word of the text. Using the bookmark feature, the student can mark and automatically advance to a specific part of a recorded text. Also, Using the A-B repeat button, students can listen to a specific word or phrase repeatedly. In this sense, the A-B repeat button allows students to drill themselves repeatedly on a contextualized word located in the larger authentic recording.

The Soloist also holds interesting possibilities for immediate or delayed instructor feedback. The major criticism of most accent reduction programs is that they lack reliable feedback components. Voice recognition technology is often not able to distinguish among the variety of native English dialects as well as foreign accents. Therefore, any useful lab accent reduction program must provide some way for students to receive feedback on their progress.

The Soloist does this by allowing instructors to listen to students' recording in real time. This must be done through networked computers. However, if sufficient staff or resources are not available, students can save their recordings for evaluation at a later time. For example, an instructor might ask a student to answer five questions commonly asked in a job interview. In real time, the instructor could ask the questions and immediately critique the student's responses. Alternatively, the student could answer pre-recorded questions and save them in a permanent folder. An instructor could then "clean out" a queue of pending recordings.

James Murray is the Assistant Director of the Language Lab at Miami-Dade Community College, North Campus, Florida.



appear asking you to choose an "AutoLayout". Click on the Blank slide to highlight it and click on "OK". A blank slide will appear on the right side of the screen. This is your work area. A small icon representing the slide will appear on the left side of the screen.

Step 3) Click on Insert/Text Box and move the cursor to a point on the slide. Click and drag the mouse to create a Text Box. Type in the title of the project, a "student name", your name, the name of your class or school, the date, and any other information that you would like to have on the title page. This title page will be the first page of the presentation.

Step 4) Make the first slide of the first pair of slides. Click to the right of the first slide in the left frame. The cursor will flash to the right of the title slide. Click on Insert/New Slide and the New Slide dialogue box will appear. Click on the blank slide again to highlight it and click on OK to create a new slide. Another slide icon will appear in the frame on the left slide and a new blank slide will appear in the right frame. Insert a Clip Art image by clicking on Insert/Picture/ Clip Art (If you plan to use real photos, substitute "From File" instead of "ClipArt"). The Insert Clip Art dialogue box will appear. Choose the image that you want by clicking on it and clicking on the "insert image" icon that appears (the top one of the four). The image will appear on the slide. You can adjust the image size or move it by clicking and dragging on the "handles" at each corner or on the sides. I like to move it towards the top of the slide to make room for the caption underneath.

Step 5) Click on Insert/Text Box and move the cursor to a point under the image. Click and drag the mouse to create a Text Box. Type an appropriate sentence describing the image using the full name of the subject noun.

Step 6) Create a duplicate of the first slide. (Every image will have two slides.) Click on Edit/Duplicate and create a duplicate slide. You will now see three slides on the left part of the screen. (The first one is the title slide).

Step 7) Change the subject noun to the appropriate pronoun. In slide number 3, highlight the text of the subject pronoun. In the example: "The magician". Replace the subject noun with the correct subject pronoun (in this case "He") and change the color of the subject pronoun text to red. To change the color of text, highlight it, click on the icon in the drawing toolbar for "Font Color"(looks like the letter A with a bar under it), and pick a new color. Be careful not to move the location of the text box or the image when making the changes. You should now have two slides that are exactly the same except for the subject. You can click on the icons of the two slides on the left slide of the screen to verify this. When you switch back and forth between the two slides, the subject noun should appear to be replaced by the subject pronoun. The change is further highlighted because the text will also change color. Make sure that no other part of the slide changes or moves when you shift back and forth between the slides.

Step 8) Set up the slideshow to make the transition automatically. Click on Slideshow/Slide Transition to get the Slide Transition Dialogue Box. In the "Advance" section, click on "automatically after" and enter the number "3" for 3 seconds. Adjust the timing for longer sentences or slower readers.) If you leave the "on mouse click" button highlighted the slide will advance on the next click of the mouse if you want to cycle through the presentation faster. Click on "Apply to All" to make sure that all of the slides transition in a uniform way.

Step 9) View this portion of the slideshow. Click on Slideshow/View Show. You should see the title slide. After three seconds, the second slide should replace the title slide. After another three seconds, the subject noun in the sentence under the picture should be replaced automatically by the subject pronoun. The subject pronoun will dramatically appear in red. If the rest of the slide is exactly the same, you will not see the image "jump" when the transition is made. It will appear to change smoothly.

Step 10) Continue to add pairs of slides until the presentation is finished. Remember to save the slide show often! Save it as "Pronoun Practice Model."

Barry Bakin is an ESL Teacher and Teacher Advisor in the Los Angeles Unified School District. He teaches at Pacoima Skills Center.

Networks for EFL Teachers
TEFL.NET
because you teach English
Communities for EFL Students
EnglishCLUB.com
because people speak English

50 Rules for Writing Good



1. Each pronoun should agree with their antecedent.

2. Between you and I, pronoun case is important.
3. A writer must be sure to avoid using sexist pronouns in his writing.
4. Verbs has to agree with their subjects.
5. Don't be a person whom people realize confuses who and whom.
6. Never use no double negatives.
7. Never use a preposition to end a sentence with. That is something up with which your readers will not put.
8. When writing, participles must not be dangled.
9. Be careful to never, under any circumstances, split infinitives.
10. Hopefully, you won't float your adverbs.
11. A writer must not shift your point of view.
12. Lay down and die before using a transitive verb without an object.
13. Join clauses good, like a conjunction should.
14. The passive voice should be avoided.
15. About sentence fragments.
16. Don't verb nouns.
17. In letters themes reports and ad copy use commas to separate items in a series.
18. Don't use commas, that aren't necessary.
19. "Don't overuse 'quotation marks.'"
20. Parenthetical remarks (however relevant) are (if the truth be told) superfluous.
21. Contractions won't, don't, and can't help your writing voice.
22. Don't write run-on sentences they are hard to read.
23. Don't forget to use end punctuation
24. Its important to use apostrophe's in the right places.



Richard Lederer

25. Don't abbrev.
26. Don't overuse exclamation marks! ! !
27. Resist Unnecessary Capitalization.
28. Avoid mispellings.
29. Check to see if you any words out.
30. One-word sentences? Never.
31. Avoid annoying, affected, and awkward alliteration, always.
32. Never, ever use repetitive redundancies.
33. The bottom line is to bag trendy locutions that sound flaky.
34. By observing the distinctions between adjectives and adverbs, you will treat your readers real good.
35. Parallel structure will help you in writing more effective sentences and to express yourself more gracefully.
36. In my own personal opinion at this point of time, I think that authors, when they are writing, should not get into the habit of making use of too many unnecessary words that they don't really need.
37. Foreign words and phrases are the reader's bete noire and are not apropos.
38. Who needs rhetorical questions?
39. Always go in search for the correct idiom.
40. Do not cast statements in the negative form.
41. And don't start sentences with conjunctions.
42. Avoid mixed metaphors. They will kindle a flood of confusion in your readers.
43. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
44. Analogies in writing are like feathers on a snake.
45. Go around the barn at high noon to avoid colloquialisms.
46. Be more or less specific.
47. If I've told you once, I've told you a thousand times, exaggeration is a billion times worse than understatement, which is always best.
48. Never use a big word when you can utilize a diminutive word.
49. Profanity sucks.

50. Last but not least, even if you have to bend over backward, avoid cliches like the plague.

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

Dedicated to Literacy Success

Rigby is dedicated to collaborating with educators in teaching students to read and write. Through our many outstanding products and our quality courses and seminars, Rigby is the premiere provider of guided reading and balanced literacy materials and professional development offerings for literacy success.

ABCelebramos

Spanish phonemic awareness through music.

- Develops an awareness of the alphabetic principle
- Supports the 8 elements of phonemic awareness

Saludos!/Greetings!

Comprehension-based series with multicultural focus.

- Focuses on research-based teaching strategies
- Designed to enhance students' oral and written language skills
- Culturally relevant books written originally in Spanish

English in My Pocket

Singing, Chanting, Opening, and Moving into Learning!

- A multi-sensory language development program
- Designed for Stage 1 (Preproduction) and Stage 2 (Early Production) English Language Learners in the primary grades

Theme Packs

Engaging resources for English Language Learners.

- Multi-leveled packs address varying degrees of literacy-learning and language-learning needs
- Hands-on activities support content areas—science, math, and social studies
- Addresses the five stages of English Language Acquisition and the four levels of English Literacy Development

Reach for Reading/ Reaching Up EN ESPAÑOL

Increasing Reading Skills One Student at a Time.

393

Reach for Reading is a one-on-one tutor program designed to bring the reading levels of at-risk students up to grade level. **Reaching Up** is for first through third grade students and **Reaching Higher** is for third through fifth grade students.

NEW!

Rigby PM Collection EN ESPAÑOL

- Leveled books for intervention
- Natural-sounding Spanish adaptations
- Focus on Spanish high-frequency words and sentence patterns

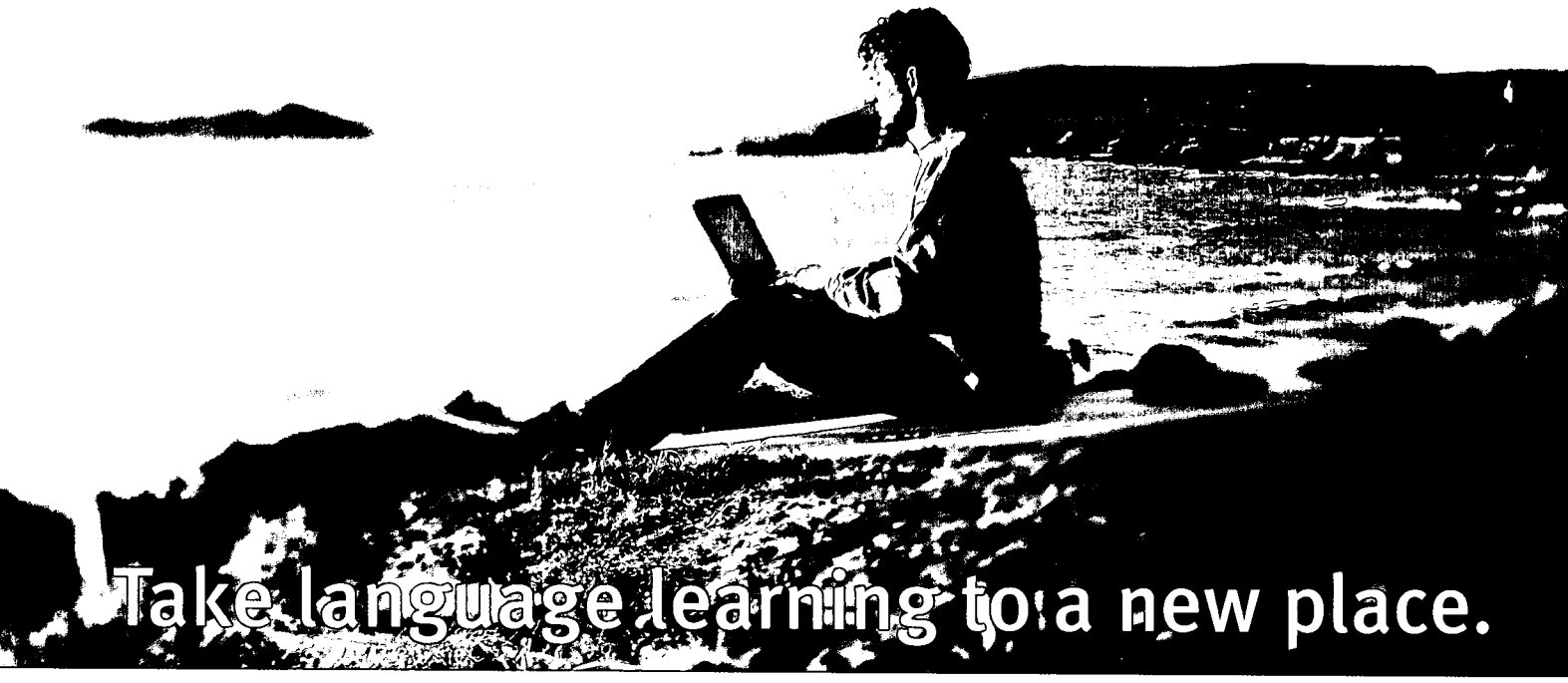
RISE (Responsive Instruction for Success in English)

RISE helps teachers acquire the necessary skills and strategies to support ELL/ESOL/ESL students while providing the scaffolding needed to give students access to the academic contents of your curriculum.

Rigby

1-800-822-8661
www.rigby.com

SONY



Take language learning to a new place.



The Sony Symphony® Learning System takes language learning beyond the realm of the classroom with products, software and features that make the learning experience more accessible, flexible and enjoyable. The Symphony System's interactive approach combines audio-visual instruction, computer integration and internet capabilities to teach students language as well as culture. The Conductor™ Companion Software allows teachers the flexibility to customize and manage classroom activities. By adding Soloist™ Digital PC Comparative Recorders, students can listen to digital audio and video programs while simultaneously recording their own voices, which increases oral and aural proficiency. And with its networking compatibility, the Symphony System takes language learning to a new place—literally—giving students the ability to access lessons remotely, from anywhere within the school network using the Soloist Software or from a home PC/laptop via the internet with the Vocalist™ Digital PC Comparative Recorders. Best yet, the Symphony System allows schools to choose the components that best suit their needs, integrates easily into almost any network, operates in a digital or analog format and delivers superb sound quality. For a powerful, flexible, cost-effective system that expands your classroom as well as their vocabulary, the Symphony System knows no boundaries. Call 1-800-472-7669, ext. LLC or visit our web site at www.sony.com/education.

SYMPHONY®
learning
System

©2001 Sony Electronics Inc. Reproduction in whole or in part without written permission is prohibited. All rights reserved. Sony, Conductor, Soloist, Symphony and Vocalist are trademarks of Sony.

THE MAGAZINE OF COMMUNICATION & EDUCATION

$4.95 US / $7.50 Canada / 6.95 Euros

Langu e

December 2001

Literature And Second Language Learners

ESL At Ground Zero

Rapping and Hip Hop in the Classroom

TOEFL Preparation

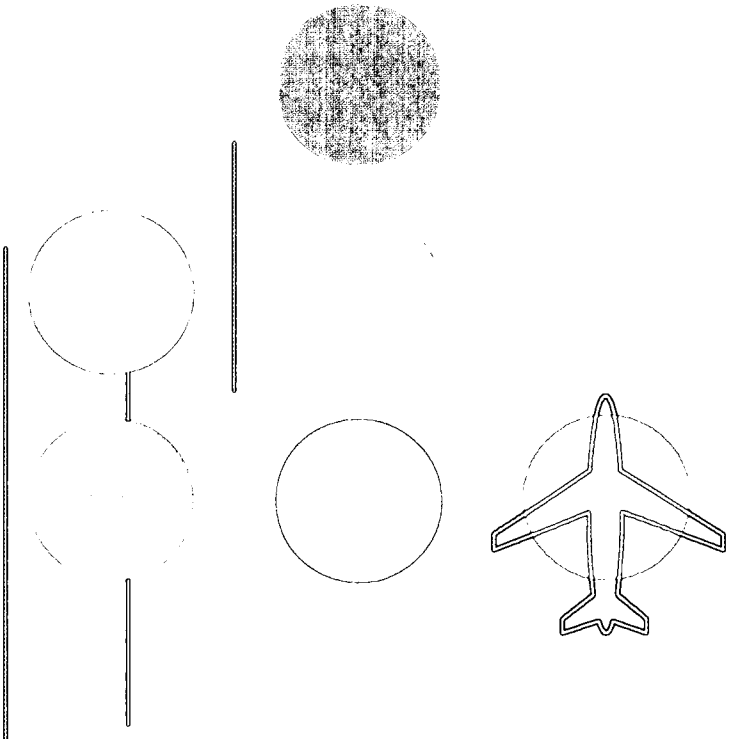
Steel Town Speak



DISN LANGUAGE KINGDOM

Steven Donahue investigates how the Walt Disney World Resort is reaching out to millions of international visitors with language-assistive technology

BEST COPY AVAILABLE



A classroom doesn't have to be.

A classroom can be anywhere students learn. Be that a festival in Madrid, a class picture at the Arc de Triomphe, or a splash in the Trevi Fountain. We're Explorica, an educational travel company built for the 21st century. By using the internet to streamline the process and allowing teachers to travel for free, we not only make it easier for you to take your students abroad, but also let you spend more time with them once you get there. Enriching their experience. Even sending digital pictures and e-mails to family back home. In short, we make it easier for teachers to do what they do best. Teach.

To learn more, log on to explorica.com or call us at 888.310.7120.

© Copyright 2000-2001 Explorica, Inc. All rights reserved.

TOEFL

ETS Educational Testing Service

Power Up Your TOEFL Test Prep!

POWERPREP® Software: Preparation for the Computer-based TOEFL Test

Created by Educational Testing Service®, POWERPREP software CD-ROM is the ONLY product available with timed computer-based tests operating under the authentic TOEFL testing software used by examinees around the world.



POWERPREP software features:

- Two timed computer-based tests with authentic TOEFL questions
- Same tutorials used on test day
- Three essay topics for writing practice
- Actual essays written by TOEFL test takers
- Score ranges at the end of each test

THE INTERNATIONAL STANDARD TOEFL FOR OVER 35 YEARS

To order POWERPREP® or other TOEFL test prep, call 1-800-446-3319 or visit our web site at www.ets.org/store.html

TOEFL®

Test of English as a Foreign Language

Copyright © 2002 by Educational Testing Service. All rights reserved.
Educational Testing Service, ETS, the *ETS logo, TOEFL,* the *TOEFL logo,* and *POWERPREP* are registered trademarks of Educational Testing Service.

December 2001 Volume 1, No. 4 (ALR Volume 5, No. 8)

Language magazine Contents



ON THE COVER: **Steven Donahue** investigates how the Walt Disney World Resort is reaching out to millions of international visitors with language-assistive technology.
PAGES 20-23

FEATURES

FOCUS: **Dr. Joanne Collie** explains how literature can help in teaching second language learners.
Using literature in the K-12 classroom: **Michele Alperin** explores what's on offer and talks to teachers experienced in using these materials.
PAGES 13-18

SPECIAL REPORT: **Arnie Cooper** interviews Terrance Flynn who teaches ESL students in lower Manhattan.
PAGES 24-25

DIALECTS: **Barbara Johnstone** and **Scott Kiesling** discuss the idiosyncrasies of "Pittsburghese".
PAGES 26-28

LITERACY EDUCATION: **H. Samy Alim** explores the potential of utilizing hip hop and rap music in the classroom. **PAGES 29-31**

TESTING: **Robert J. Dickey** examines the effectiveness of student self-assessments. **Vicky Kyriakakou** surveys some of the available TOEFL test prep materials.
PAGES 32-36

STUDY ABROAD: A new survey suggests demand for international education still remains strong since the September 11th terrorist attacks. **Dan Ward** offers advice on getting the most out of short-term immersion programs.
PAGES 36-38

ELECTRONIC EDUCATION: **Françoise Roy** describes how an online learning project in Canada is enabling students with proficiency in two languages to acquire ability in a third tongue. Plus all the latest news from the world of multi-media software, products and services.
PAGES 42-45

Departments: Editorial **6**, Letters **8**, News **10**, Book Reviews **39**, Last Laugh **46**

COVER PHOTOGRAPH: The Walt Disney World Resort has incorporated translation technology into its theme park experience. It allows visitors from all over the world to experience the full excitement of the Magic Kingdom. PHOTO: Courtesy Disney.

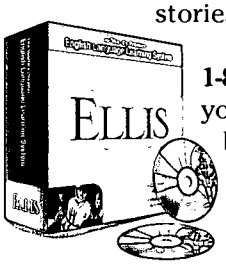


Now English doesn't have to be one of them.

For some kids, school is frustrating to begin with. But when they have to contend with language barriers, it multiplies the problem tenfold.

Now you can change that...with help from ELLIS. There simply is no faster, more effective way to teach and learn the English language. ELLIS software features thousands of hours of interactive instruction, including video and voice recording capabilities. Plus it supports over 60 native languages!

Bottom line? ELLIS teaches real-world language skills to help students succeed in life—and we've got 1.5 million success stories to prove it.



Visit **www.ellis.com** or call **1-866-355-4748** today and learn how you can break down the language barrier more effectively than ever.

The World's Premier English Language Learning System

©2001 ELLIS, Inc.



Using Our Linguistic Heritage

THE GROWING realization that people need second language skills is sweeping across the U.S. Colleges and universities are reporting increased enrolments in foreign language courses in "mainstream" languages like French and Spanish as well as the less commonly taught languages.

Together with this new outlook on language skills, there is also a fresh assessment of the native language skills that immigrants bring with them to this country. Writing in the *Los Angeles Times*, Joy Kreeft Peyton and Donald A. Ranard point out that, "Immigration has made this nation more diverse linguistically than it has ever been. One in five children enters school speaking a language other than English, including many of the languages of Asia and the Middle East."

"But if past trends hold, these children will lose most of their native language in the process of learning English."

American educators are not the only experts who are concerned at what they see as the squandering of native language skills. A recent report by the UNITEC School of English and Applied Linguistics shows that refugees and other non-English speaking immigrants to New Zealand are struggling to maintain the use of their own languages because the country does not have a coherent languages policy.

"It's not that people who come to this country don't want to learn English; they do," says the report's author, Dr. Nikhat Shameem. "But their overwhelming need is to be bilingual. They want both. And language is such an important part of the knowledge wave. We have to be able to communicate globally. This country is missing out on an opportunity to create a talented pool of bilingual speakers who are culturally aware."

The societal ills caused by the loss of native language ability are well documented. Communities become fragmented and the lack of communication within families leads to alienation and disrespect among the younger generations.

For these reasons, many language educators in both New Zealand and the U.S. believe that there should be more native language support in schools. Of course, this should not be at the expense of English which is essential for all students who need proficiency in the language if they are to succeed in their working lives.

According to Rep. Bob Menendez (D-N.J.), a member of the International Relations Committee, "The United States should be working to promote and to develop our diverse language abilities. By encouraging our children to speak their native languages, we are preparing them to enter into dialogues with those in the U.S. and abroad."

It is up to us, as advocates of language education, to work towards this goal.

For more information on heritage languages visit the CAL (Center for Applied Linguistics) website at http://www.cal.org ■

Ben Ward, Editor

BEST COPY AVAILABLE

Language magazine
formerly American Language Review

Executive Publisher	Fred Maudesley
Publisher/Editor	Ben Ward
Europe Editor	James Beetham
Consultant Editor	Daniel Ward
Book Reviews Editor	Karen Russikoff
Dialects Editor	Walt Wolfram
Features Writer	Steven Donahue
EdTech Writers	Barry Bakin Arnie Cooper
Last Laugh	Richard Lederer
Contributors	H. Samy Alim Michelle Alperin Dr. Joanne Collie Robert J. Dickey Barbara Johnstone Scott Kiesling Vicky Kyriakakou Françoise Roy
Marketing	Nick Bolitho Laurie Deddens
Production and Web Design	Kire Productions
National Offices	11271 Ventura Blvd, Suite 513 Los Angeles CA 91604
Telephone	(818) 763-8527
Fax	(818) 763-8529

Editorial
editor@languagemagazine.com
Advertising
info@languagemagazine.com
Subscriptions
subs@languagemagazine.com

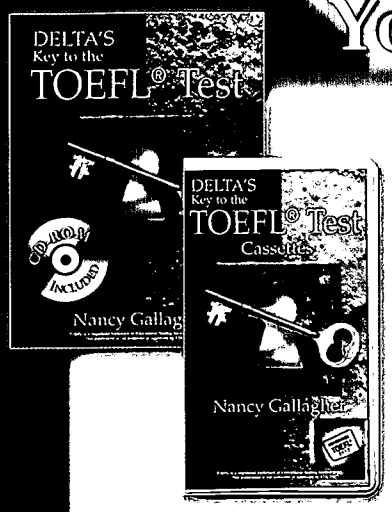
***Language Magazine* is published monthly. Subscription rates: $24.95 (U.S./Canada), $59.95 (Abroad) per year.**

Distributor	Delta Systems, Inc. 1400 Miller Parkway McHenry IL 60050

***Language Magazine* (ISSN 1537-7350) is an editorially independent publication of Language Media, LLC. Opinions expressed by contributors and/or advertisers in *Language Magazine* do not necessarily reflect the views of the Publishers nor the Distributor.**
© 2001 Language Media, LLC.

***Language Magazine* is abstracted and indexed with ERIC.**

Your Key to TOEFL® Success!



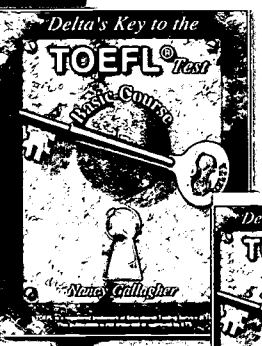
What Delta's book has that the others do not:

- *Excellent value–2,300 TOEFL questions*
- *Discussions of all computer-unique question types*
- *Learning theory underlying five-part unit design*
- *Interactive classroom activities to extend skill practice*
- *Charts to monitor progress on all quizzes and tests*
- *Six hours of listening material on five cassettes*

Text	1-887744-60-6	$19.95
Cassettes (5)	1-887744-18-5	$29.95
Book & Cassette Package	1-887744-54-1	$49-95
CD-ROM	1-887744-53-3	$19.95
Text & CD-ROM	1-887744-52-5	$34.95
Demo CD	1-887744-59-2	no charge



Call to request a FREE Demo CD-Rom



NEW SPRING 2002



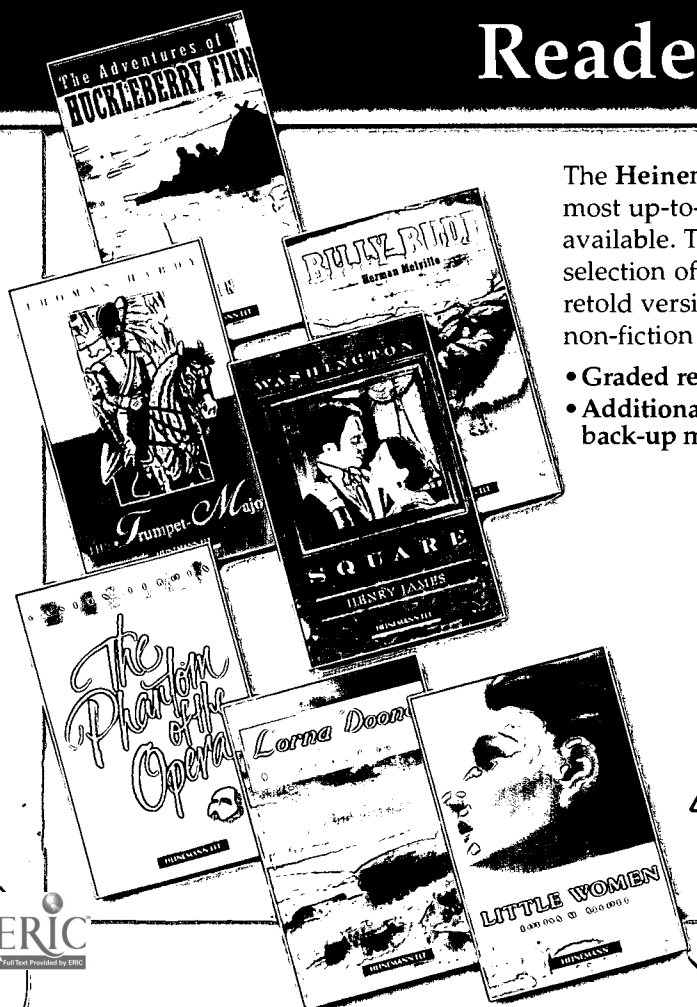
New for Intermediate TOEFL Students!
Our Basic Course is an introduction to the TOEFL for students currently in the 400-500 TOEFL score range (90-170 on the computer test). The text and cassettes are suitable for classroom, laboratory, or independent study.

A companion CD-ROM with the same high standards of quality and authenticity.

- *All new material–1,200 TOEFL questions*
- *Ten full-length practice tests for the CBT*
- *Option to take complete test or individual sections*
- *Option to save work to resume later*
- *Print feature for essay and score summary*

Heinemann Guided Readers Series

OVER 17 MILLION COPIES SOLD!!!



The **Heinemann Guided Readers** are some of the most up-to-date and exciting simplified readers available. The series consists of a widely varied selection of fiction including both original works and retold versions of modern and classic stories and non-fiction titles.

- **Graded readinga at five levels**
- **Additional resource and back-up material**
- **Good quality, fully integrated artwork**
- **Cassettes/worksheets available with selected readers**

Toll Free
(800) 323-8270 or (815) 363-3582

Fax Toll Free
(800) 909-9901 or (815) 363-2948

www.delta-systems.com

Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050



CALL FOR A FREE CATALOG

LETTERS

Happy Days at JALT in Japan

I attended the JALT conference in Kita Kyushu, Japan last month and was able to read your entire magazine. It very much interests me because if I return to the States or Mexico, I hope to do so in some capacity using Spanish.

Through the popular media, I have the contrasting idea that bilingualism is not acceptable and many school districts are becoming English Only to encourage or enforce language learning.

I enjoyed the photo of the adobe building and thought back on happy days in northern New Mexico.
Thanks,

Waconda Clayworth, M.A. TEFL
Chiba and Shumei University
Japan



Software, In Some Ways, Is Replacing Hardware

I read with great interest Dan Rafter's story "Playing the Name Game" (*Language Magazine*, November 2001) which highlighted the work of a company that has developed name-recognition software.

I think many of us take our names for granted, simply given to us at birth by our parents, and don't realize that, in many cultures, names can have a religious significance. I think that the more we learn about the customs of people around the world, through language learning, the more we can break down cultural and ethic barriers.

Sincerely,
Clint Skinner
Baton Rouge, Louisiana

DON'T FORGET TO NOMINATE YOUR *LANGUAGE MAGAZINE* TEACHER OF THE YEAR AT LANGUAGEMAGAZINE.COM

Educators Increased Role

Since September 11, as your story War of Words (*Language Magazine*, November 2001) readily points out, the role of language teachers and trainers has become most important. It is crucial that we as teacher trainers understand the gravity of the situation and re-affirm ourselves to the challenge of producing quality instructors, whether they be for the military or public universities or colleges.

Jenny Roundtree
Portland, Oregon

It's Never Too Late

I found Charles Heinle's article "It's Never Too Late for Language" very interesting as I also teach senior high school students, college students and adults. I would like to get in touch with him to ask him for the reference to Dr Flore Zephir's work which is quoted in the text, as I may use it in an Master's assignment I am writing. Could you provide me with his e-mail address?

I look forward to the December issue of *Language Magazine*. I think you have undertaken a very ambitious project as you have identified a niche in the publishing market and you are covering it very well. Thank you very much.

J. Ignacio Bermejo
Spain

ESL Interest At Conference

At a recent NYS TESOL conference I obtained a sample copy of *Language Magazine* that I feel ESL teachers in our area would be very interested in. For your information, I am the editor of "Idiom" the NYS TESOL journal.

Thank you for your consideration.

Julie Dziewisz
Watertown, New York

Free TOEIC test practice at www.toeicmastery.com!

Achieve Success on the TOEIC® with TOEIC® Mastery™

© 2001 American Language Academy. TOEIC Mastery™ is a trademark of the American Language Academy. TOEIC® is a registered trademark of Educational Testing Service.

TOEIC Mastery is ideal for use in a preparation course or as a self-study aid to help achieve the highest possible score on the TOEIC test.

- Interactive CD-ROM and detailed Study Guide
- Over 1,000 high quality TOEIC-format questions
- Full-length tests which simulate the timing and scoring of the actual TOEIC
- Explanations for all practice and test items
- Provides unlimited listening practice
- Sharpens test-taking skills and develops confidence
- Improves overall English language proficiency



American Language Academy

For expert test-taking strategies, FAQs about the TOEIC, and to place your order, go to www.toeicmastery.com.

American Language Academy
1401 Rockville Pike, Suite 550
Rockville, Maryland 20852 USA

PHONE: 1 (301) 309-1400
FAX: 1 (301) 309-0202
E-MAIL: software@ala-usa.com

For our complete line of software products for ESL/EFL students, go to www.ala-usa.com/software.

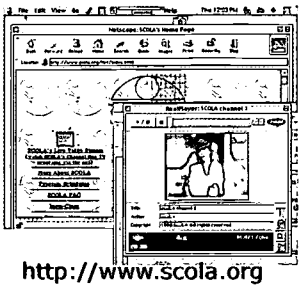
Are you using the BEST resources to teach foreign languages in your classroom?

SCOLA can help your students learn by using programming from nearly 70 different nations.

Delivery by **SATELLITE**
and
ONLINE VIDEO STREAMING

Channel 1: News
Channel 2: Cultural
Channel 3: Chinese Education
PLUS
Three audio channels

SCOLA's Live Video Streaming



http://www.scola.org

SCOLA Insta-classes available in 12 languages

SATELLITE COMMUNICATIONS FOR LEARNING
SCOLA

CALL TODAY FOR INFORMATION
Website: www.scola.org
Telephone: 712-566-2202
e-mail: scola@scola.org



Come to the city of eternal springtime -

Guadalajara MEXICO

The Continuing Education Unit

Spanish Language Immersion courses, Spanish culture courses, TEFL Certification courses, all courses hold Mexican and American government approval

www.eltschools.com

Director: Dr. Thomas A. Kane

E-mail: tak@post.harvard.edu

NRCSA
The National Registration Center for Study Abroad

Since 1968 NRCSA staff have visited and evaluated thousands of schools around the world that teach the language and culture of their country to foreign students. We choose 'the best' in their respective areas, working only with those schools that offer quality programs and maintain high student ratings. Quality is important to us and to the many institutions with which we work.

During the past 34 years we have assisted hundreds of thousands of students including teens, university age, teachers and other professionals. Over 200 US universities currently have formal programs with NRCSA Consortium schools giving students the opportunity to earn academic credit toward undergraduate or graduate degrees. NRCSA has also organized innumerable programs for both individuals and groups at the high school level, making available the study abroad experience to teens from around the world.

In the Spanish-speaking world alone NRCSA works with over 40 different schools in 12 different countries. Schools in Central America, South America, the Caribbean and Spain are all available offering short-term and long-term programs with most having a minimum duration of just 2 weeks.



Check out our website at http://www.nrcsa.com
or e-mail us at study@nrcsa.com
You can also reach us by calling
(414) 278-0631 or by fax (414) 271-8884.

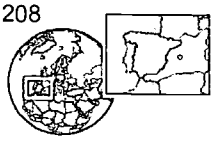
NRCSA
Living the Language & Culture!

STUDY ABROAD IN SPAIN

Marquette University Study Center at
The Universidad Complutense De Madrid

LEARN	*EXPERIENCE*	*DISCOVER*
■ Semester or Academic Year	■ Museums	
■ Courses taught in Spanish	■ Theaters	
■ Small Class Sizes	■ Excursions	
■ Complutense Courses	■ Festivals	
■ Home Stays	■ Open-air Markets	
■ Resident Director		

MARQUETTE UNIVERSITY – MADRID STUDY CENTER
College of Arts & Sciences, Marquette Hall 208
P.O. Box 1881
Milwaukee, WI 53201-1881



MARQUETTE UNIVERSITY

FOR FURTHER INFORMATION:
Call: (414) 288-7059
Fax: (414) 288-5521
E-Mail: madrid@marquette.edu
Web: www.marquette.edu/as/madrid

Over 30 Years Experience

Bipartisan Approval for Bilingual Education

A BIPARTISAN Congressional Conference Committee has ratified the final agreement on Title III of Elementary and Secondary Education Act (ESEA). Provisions included in this title provide federal support and guidance for programs serving America's growing number of linguistically diverse students.

Responding to the agreement, Delia Pompa, Executive Director of the National Association for Bilingual Education (NABE) commended Congressional leaders for their work, noting that the legislation will ensure that millions of American students continue to receive the help they need in order to learn both English and academic content.

"Through this legislation, Congress has strengthened the core of bilingual programs —which have as their mission ensuring that ALL students, regardless of their native tongue have a chance to succeed academically," added Pompa.

Pompa also acknowledged that Republican and Democratic Conferees had faced considerable political hurdles, but had held fast in their support for quality bilingual programs. "Not only have these legislators shown that they value quality instruction, they are giving communities the tools they need to help keep these programs going."

Pompa pointed to strengthened accountability, continued support for professional development, and funding of the National Clearinghouse for Bilingual Education as evidence of true commitment on the part of Congress to helping communities teach students of diverse linguistic backgrounds. She also lauded Conferees for not including provisions mandating arbitrary time limits on native language support services.



Delia Pompa is the Executive Director of NABE.

Underscoring the importance of the bill to the entire nation, Pompa singled out Massachusetts Senator Edward Kennedy, whom she thanked for his stalwart leadership during the entire reauthorization process."

"No longer are English language learners in just a few urban school districts, they are in practically every school throughout our country."

"Leaders like Senator Kennedy have understood that for years, and know that now—more than ever—America needs a solid investment in quality education. We commend the Senator and his colleagues, and we look forward to working with each of them on the funding and implementation phase of this crucial piece of legislation." ■

Minnesota Students Take New Test

STUDENTS in St. Paul, Minnesota, are taking a new test designed to measure their English language skills.

Called the Test of Emerging Academic English (TEAE), the state-required test will change how students are identified for English-language-learner programs and how much funding school districts receive for those programs.

Test results are expected in March 2002 and the changes will be put into effect during the 2002-03 school year.

There are currently about 15,000 St. Paul schools students in grades 3-12 whose first language is not English, district officials said. Throughout the school year, St. Paul serves about 17,000 English language learners. Approximately half of this year's kindergarten class in St. Paul comes from homes where English is not the primary language. ■

JET Program Conditions Eased

A COMMITTEE overseeing a program to recruit foreigners to teach languages and sports in Japanese schools has relaxed conditions for applicants to the program.

The committee on the Japan Exchange and Teaching (JET) Program said it will relax the age limit from 34 to 39 to cope with the increasing number of requests for such foreign teachers from local authorities. ■

Paige Announces More than $1.7 Million in Grants to University of Texas

U.S. SECRETARY of Education Rod Paige has announced the award of grants totaling more than $1.7 million to two University of Texas projects for pre-kindergarten teacher training materials and professional development in early childhood reading instruction.

"Reading is the foundation of all learning, and this administration will offer unprecedented support to programs that help children develop reading and language skills, beginning even before kindergarten," Paige said. "These grants are just a few small ways that we intend to accomplish our goal of teaching all children to read well by the end of third grade."

The Center for Improving the Readiness of Children for Learning & Education (CIRCLE) at the University of Texas-Houston received $1.2 million over two years to launch professional development programs in early childhood language acquisition at Head Start centers at three sites, with 14 classrooms on each site.

The funds will support rollout and evaluation of model instructional strategies for pre-kindergarten teachers expected to enhance language learning and early reading skills. The project will use professional development strategies with a strong research base and focus on low-performing schools in high-poverty communities, including some where many children are learning English as a second language.

The objective of the project is to improve the knowledge and skills of early

U.S. Students Average Among International Peers

AMERICA'S 15-YEAR-OLDS perform at the international average of their peers in other highly industrialized countries in reading literacy, according to a new international study that examines the abilities of students from 32 of the most industrialized countries to apply learning in a real-world context.

Outcomes of Learning: Results from the 2000 Program for International Student Assessment (PISA) of 15-Year-Olds in Reading, Mathematics, and Science Literacy, was released by the Education Department's National Center for Education Statistics (NCES). The international results were released today by the Paris-based Organization for Economic Cooperation and Development (OECD).

PISA is organized under the auspices of the OECD and is directed in the United States by the NCES. The OECD is an intergovernmental organization of industrialized countries for cooperation in research and policy development on social and economic topics. PISA will collect data every three years to provide participating nations with important trend information on learning outcomes for three major subject areas (reading, mathematics, and science literacy). Reading literacy was the primary focus of this first administration of PISA.

U.S. Secretary of Education Rod Paige expressed disappointment with these results.

"Unfortunately, we are average across the board compared to other industrialized nations. In the global economy, these countries are our competitors—average is not good enough for American kids," Paige said. "We see on the reading assessment that we have more kids scoring at the highest level than many participating countries. But we also see that we have more kids at the lowest level than some of the countries. Too many American students lack the ability to apply their reading skills to real-life situations."



United States Secretary of Education Rod Paige

"That's why President Bush presented a plan to change the culture of education. No Child Left Behind will ensure that all of our kids have the skills they need to contribute to society and compete in the growing global economy."

Paige also noted that in a global economy, it is important to measure America's students' skills against those of other countries. "PISA also gives us the opportunity to learn from those countries that are performing better than we are," Paige said. "And because PISA measures students' learning that has occurred in school and out of school, it shows us why we need to engage every community in setting high standards for schools and improving the life experiences of every child."

Other key findings of PISA 2000 include:

- Female 15-year-olds outperform male 15-year-olds in reading literacy in every participating country, including the United States. However, there was no difference in performance between males and females in mathematics literacy or science literacy in the United States.
- In the United States, parents' education is strongly linked to differences in student performance in reading literacy, as it is in most other OECD countries. Fifteen-year-olds whose parents completed college show an advantage over students whose parents did not and particularly over those whose parents did not complete high school.
- The relationship between socioeconomic status and performance in the United States is not different, on average, than it is in other OECD countries.
- PISA confirms results from other national and international studies that show there are gaps in performance between racial and ethnic groups in the United States. White and "other" 15-year-olds (including Asians, American Indians/Alaska Natives, Native Hawaiians or Pacific Islanders, and multiracial students) outperform Black and Hispanic students in reading literacy. ■

childhood educators to help them to enhance children's language and reading skills. The project also aims to upgrade the training skills of mentor teachers who work with pre-kindergarten teachers.

The Texas Center for Reading and Language Arts (TCRLA) at the University of Texas-Austin received $500,000 to develop a national training model for kindergarten through second-grade teachers in effective early reading instruction. The TCRLA will use the funds to produce professional development materials to improve [illegible] abilities to prevent reading problems among students who are beginning to read. The primary goal of the project is to promote widespread use of effective, research-based practices in reading instruction. To that end, the TCRLA will be turning the practices used successfully and effectively in Texas schools into prototypes for professional development programs that can be used by other states. The grants come from the Fund for the Improvement of Education (FIE), under the Office of Educational Research and Improvement. FIE funds activities that stimulate reform and improve teaching and learning. ■

"Super English" In Japan

THE JAPANESE Education Ministry plans to establish "super English language" high schools where pupils will be taught entirely in English. The schools will be the first state schools to offer tuition in the English medium, although some private schools already offer English-medium lessons.

The schools, scheduled to open in early 2003, will employ Japanese teachers fluent in English and foreign specialists in other subjects such as science, art and English. The move is seen to reflect concerns about English speaking ability among Japanese. "Children begin studying English at elementary school, yet Japanese people have a reputation as bad English speakers," said Professor Miyahara Osamu at Ochanomizu University in Tokyo. "[It] will change with more effective English instruction."

English language learning is almost a national obsession in Japan. Berlitz Japan Inc. estimates the domestic English language teaching market to be worth $4.4 billion. Japan is also an important student provider country in the language travel industry, accounting for high numbers of students studying English in countries such as the USA and Canada. ■

FULBRIGHT TEACHER and ADMINISTRATOR EXCHANGE

Opportunities for educators at the elementary, secondary, two-year and four-year college levels to:

- Exchange classrooms with teachers from other countries.
- Participate in a six-week administrative exchange.
- Attend a classics seminar in Italy.

TO QUALIFY YOU MUST:

- Be a U.S. citizen.
- Be fluent in English.
- Have a Bachelor's degree or higher.
- Be in at least your third year of full-time employment.
- Hold a current full-time teaching or administrative position.

Underrepresented groups are encouraged to apply.

For more information and an application contact:

The Fulbright Teacher and Administrator Exchange
(800)726-0479
www.fulbrightexchanges.org

Applications must be post-marked by October 15, 2002

Note: Foreign nationals should contact the U.S Embassy or Fulbright Commission in their country.

~Sponsored by the United States Department of State~





AFS Intercultural Programs *USA*





It's About Friends.

It's About Neighbors.

It's About Time to Change the World.

Call 1-800-AFS-INFO
www.afs.org/usa

Building a Global Community Through Student Exchange

- Programs abroad for high school students, graduates 18-24, & educators. Scholarships are available.
- Leading student exchange for more than 50 years.

Go Abroad • Host a Student or Teacher • Volunteer

MACQUARIE UNIVERSITY~SYDNEY

Managing Language Programs

Do you want to take a leadership role in the English Language Teaching (ELT) field?

Do you manage an ELT program?

Do you manage ELT curriculum or research projects?

The National Centre for English Language Teaching and Research and the Linguistics Department of Macquarie University offer a Postgraduate Certificate in Managing Language Programs which:

- allows you to study on campus or by distance mode
- takes only 6 months full-time or 1 year part-time
- gives you full credit into the Masters of Applied Linguistics (Language Program Management) at Macquarie University
- covers key areas such as quality assurance, performance management, team building, conflict management, innovation, marketing and financial management

Application deadline (on-campus and distance study): 31 January 2002

To find out more, contact NCELTR on:
Tel: (02) 9850 7673 • Fax: (02) 9850 7849
Email: pd@nceltr.mq.edu.au
Website: www.nceltr.mq.edu.au/mlp

S68716

AUSTRALIA'S INNOVATIVE UNIVERSITY

MANAGING LANGUAGE PROGRAMS

WESTERN PACIFIC COLLEGE in America

The Best Place to Learn English
In Portland, Oregon USA

☑ Portland is one of the best and safest cities to live in the USA

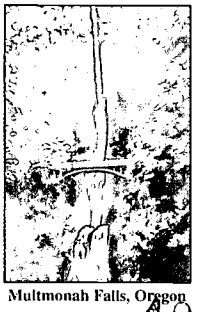
☑ Lower living expenses/No State Sales Tax to pay

WPC Offers Excellent Intensive English Language Programs





- **Classes for All Ages**
- **Monthly Enrollment**
- **25 to 31 Lessons per Week**
- **Sessional & Summer Courses**
- **Caring Staff/Qualified Teachers**
- **College and University Preparation**
- **Short and Long Term Programs for Groups**
- **Brand New on Campus Housing and Meal Plans**
- **10 Levels of English from Introduction to Advanced**
- **Cambridge TOEFL preparation classes**



Multnomah Falls, Oregon

AGENTS WELCOME!!

Generous Terms and Efficient Service

WESTERN PACIFIC COLLEGE
9237 SE Powell Blvd.
Portland, Oregon 97266 USA

Tel: 503-775-8983
Fax: 503-775-4967

www.westernpacificcollege.com
Email: westernpacif@earthlink.net

Literature in the Language Classroom



Dr. Joanne Collie explains how literature can help in teaching second language learners.

Fifteen years ago, my first ELT book came out: *Literature in the Language Classroom* (with Stephen Slater, CUP 1987). Being introduced recently as a co-author of that book, described as 'an oldie but a goodie' (they meant the book, but I wouldn't mind that phrase being applied to me as well!) brought home sharply how time has passed, and made me ponder how much has actually happened in that decade and a half. The parallel title in the theme of this edition of *Language Magazine* provides an excellent opportunity to look back and explore one or two of the issues that have emerged since then.

One thing that is now very widely accepted is that literature can be an excellent source of language-teaching material —authentic in the sense of not being primarily written for language teaching, varied, appealing to the imagination and the emotions, offering contextualized situations for all kinds of language practice activities—from straightforward discussions to quite elaborate simulations. Over the past decade or so, many writers of supplementary ELT or main coursebook materials have provided activities that stimulate learners to explore texts interactively in ways that are enjoyable in themselves while increasing learners' awareness of the affective dimen- ıd multiple layers of meaning of the literary work. There has also been an encouraging rise in the attention paid to extensive reading, for which both graded readers and, at the upper level, literary texts themselves, are obviously of great importance.

It would probably be an oversimplification, however, to consider that the two kinds of teaching have been integrated with complete success. Literature teachers in many different countries often express feelings of unease on two scores. The first one is this: are we giving learners enough information about literature? Is the emphasis on communication and language development not obscuring in some ways the particular qualities,—the specificity—of the literary text? Are literary texts not thereby being used for purposes other than their own?

The first worry seems unnecessary. We live in an age when information technology is expanding with literally explosive power and rapidity. In these days of ever increasing ease of information retrieval, there is surely no longer any need to spend our precious moments of personal contact in the classroom going over data that the average computer can produce with greater efficiency and at vastly superior speed. Here, ideas about learner input into the learning process, which are very well known in the language classroom, are extremely applicable. Rather than handing out information, a better role for teachers is showing learners

continued p.14

from p.13

how to acquire it, and, much more important, making them want to acquire it, by demonstrating actively and practically how and why it makes a difference. Motivation is a key here, and it's more likely to derive from at least a first approach to the text that emphasizes personal and imaginative response. If learners have a reason for seeking out facts, and do so, is that information not likely to be therefore more memorable and more usable for them than old style lecture notes?

Nor do methods, which focus on language as well as literature, ignore the special qualities of imaginative texts. They may even work indirectly to reinforce understanding of how these texts work. Let's take a concrete example. Suppose that in teaching a short story we ask learners to dramatize a scene that is simply suggested in the text itself. Our students work in small groups to prepare the dialogue, write it or improvise it, and then perform it for others. My experience is that many classes enjoy this kind of activity a lot. There are clear language aims: students are practicing useful language skills, writing and speaking. In addition, they are using the language in the personal and creative way, which is most likely to enhance their motivation as well as their knowledge of the language and their performative skill in it. But at the same time, the activity incorporates equally clear literary aims: learners are actually working, perhaps indirectly, but working nevertheless with the literary content—they have to pay attention to the story line in order to insert their own scene coherently into it, they are often made aware of the text's particular ordering or re-ordering of narrative and chronology when they come to manipulate it in their own versions; they have to examine characterization closely to make sure their own invented dialogues or characters are consistent with the text; they may well have to give particular consideration to how characters speak, because this reveals clues about upbringing, social status, individual psychology, and so on.

This is standard literary work. And like many other creative language activities, this one usually makes learners re-read the text more than once and gradually come to a better understanding of it. It focuses their response to the work, making them more aware of what is in it and why they first reacted to it positively or negatively. This is just one example among many, and similar cases could be made for many similar approaches, for example learners writing poetry as a way into reading it with greater pleasure and critical appreciation, or using role plays, simulations, balloon debates, grids, quizzes, games, etc. to personalize learners' response and extend their understanding of the work's subtleties. What is achieved through these activities is neither always immediately visible nor tangible. The process by which learners begin to feel that literary texts are familiar instead of foreign, that they are interesting in spite of some possible initial difficulties, and that they embody powerful comments on life itself—that process is not instantaneous, and is often largely subterranean.

A second worry that is sometimes expressed about literature in the language classroom is that the focus on using imaginative texts for enjoyment and language improvement doesn't take into account the position of the literary text within contemporary societies. That anxiety perhaps stems, at least partly, from one of the very welcome developments of the last decade or so: the rising awareness of how important cultural context is, in both linguistic and literary studies—a trend spearheaded by important books such as Claire Kramsch's *Context and Culture in Language Teaching* (OUP, 1992) and the name change of the IATEFL special interest group on 'Literature' to 'Literature and Cultural Studies'.

First of all, of course, a question arises: how important is it to look at the society and culture from which any particular piece of literature springs? There is no doubt that a comparative or contrastive look at the culture of others is often the best way of seeing things about your own that may have remained hidden through familiarity. But much sensitivity is required for this kind of work. One of the reasons for abandoning literature in some language courses in the sixties and seventies was the view that English literature was the product of colonizing powers and a vehicle for their dominating ideologies. It is true that in studying literary texts, social, historical, ideological, and political questions do tend to come to the fore and these are often tricky to handle, especially, perhaps, in multi-ethnic situations. Neglecting these questions altogether in our classrooms, on the other hand, would seem to be missing an opportunity to explore areas that are of increasing importance to us all in the present world. Modern approaches to textual study—both in current literary critical theory and in current teaching theory—offer ways of helping readers to discover the social and ideological premises that underpin texts, often in ways that are subtle or concealed. These approaches allow learners to become more aware of the forces



"Our students work in small groups to prepare the dialogue, write it or improvise it, and then perform it for others. My experience is that many classes enjoy this kind of activity a lot. There are clear language aims: students are practicing useful language skills, writing and speaking."



that shape their world and thus better able to assess and judge them for themselves. They become, in that widely used phrase 'resistant readers', able to use their own judgment to respond to the text. Approaches which combine cultural and literary studies seem important because they allow learners to become 'resistant readers' of different cultural productions—not only literature, but also newspapers, radio and television, films, advertisements, political statements, and so on. And much as it is important to be able to read books, it may be even more important for our students to be able to read these other texts—and their subtexts.

Recently, in a seminar of undergraduates in Turkey, I asked students to provide a definition of literature. What I had in mind was to focus upon the widening of that definition in recent years, to include so many areas of literary work beyond a narrow canonical core: translations, children's books, thrillers, popular romances, and so on. The response that the students came up with was the much more radical: 'Literature is life'. They were right, of course, and their definition is the reason why teaching literary or creative texts still remains a feature of fundamental importance to the business of learning a language. ■

Joanne Collie teaches at University of Warwick, UK.

Using literature in the K-12 classroom: **Michele Alperin** explores what's on offer and talks to teachers experienced in using these materials.

The Wonders of the Written Word

Literature—as a medium of authentic language, as a bearer of culture, and as a source of values—is the motivating force in many ESL classrooms. Although the choice of literary forms will vary according to the teacher's educational goals and the age and language level of the students, literature is central in any ESL classroom. Literature, by its very nature, evokes the sensual and emotional responses that bring a classroom to life. "Stories is what it's all about," says Carol Herscheit, a K-3 ESL teacher at the Dutchneck School in Princeton Junction, NJ. "I love children's literature. It's like candy to me. If they see me enjoying it—eating the candy--they'll want to eat it, too."

Literature used in an ESL classroom must meet kids where they are. For elementary school ESL learners, the pictures that accompany the text play a crucial role. They draw the children in and give them something to focus on—even when they have little or no understanding of the actual words. "Since a lot of them don't have language," explains Herscheit, "the pictures have to capture them." Pictures can also create a sense of identification with the text. Herscheit looks for books that include pictures of kids from other cultures, because she believes it is nice for kids "to see kids who look like them in a book." She wants to negate the message conveyed for so long that there exists a standard, mainstream American child. Pictures also serve as cues to any language associated with them. For example, Herscheit likes to use picture books that consist entirely of the words to a single song, for example, the Raffi songs "Shake My Sillies Out" or "Down by the Bay." She uses these books as sources of daily singing, allowing the students to connect the illustrations with the words underneath, making it, she says, "a lot easier for them to make sense of the words."

For the K-3 children that Herscheit teaches, she focuses not only on the visuals, but also on the character of the language in a work, in particular its musicality. "I look for books that use intonation and rhythm patterns in a fun way," she says, for example, books by Dr. Seuss or books of Mother Goose rhymes. Books with a chant-like repetitions also work well for young children. A

continued p.16

from p.15

favorite of hers is *The Little Old Lady Who was not Afraid of Anything* by Linda Williams, in which noises like CLOMP CLOMP, WIGGLE WIGGLE, SHAKE SHAKE, and CLAP CLAP repeat as the lady walks through the woods.

In upper elementary school, the musicality and sensuality of language is more likely to be revealed through poetry than through song and chant. Gail Mitchell, who teaches ESL to fourth and fifth graders at Upper Elementary School in Plainsboro, NJ, likes to use poetry with her students and mentioned in particular the book, *A Chorus of Cultures: Developing Literacy Through Multicultural Poetry* by Alma Flor Ada, Lee Bennett Hopkins, and Violet J. Harris; it is organized by themes, with a poem for every day of the year. For beginning students, she is not concerned that the language in a poem may be difficult, because her primary purpose is to model the rhythm of the language for her students. Or to give them experience speaking in front of people as they recite the poems themselves. For more advanced students, she begins to focus on meaning, by providing a small synopsis or having the students explain the poem very generally. A teacher at Princeton High School, Pat Marino, who teaches first year ESL students, sees poetry as a window into literature. Lamenting that "it's almost impossible to use literature that's real literature" with her students, she has found that poetry can provide the same intellectual depth, but in a concise and visual way. She says, "Poetry touches all of the senses. In a sentence you can get an image that would need a page in a short story." But, she notes, her students would not be able to read a short story.



Young learners enjoy poems with chant-like repetitions.

As a mirror of human emotions and aspirations, literature provides a space where students can see themselves and bring in their own background knowledge. For ESL students, teachers like to use multicultural literature that connects with the students' experiences as outsiders; for example, her students related strongly to the Langston Hughes poem *I, Too, Sing America*, which begins "I am the darker brother./They send me to eat in the kitchen/When company comes...." She also uses the book *Who Belongs Here? An American Story* by Margy Burns Knight, which is about a boy who has immigrated from war-torn Cambodia only to find prejudice in his classroom in the United States. This book gives her students an opportunity to use English as they reflect on and give voice to their own experiences, for example, how they received their American names.

> "Poetry touches all of the senses. In a sentence you can get an image that would need a page in a short story."

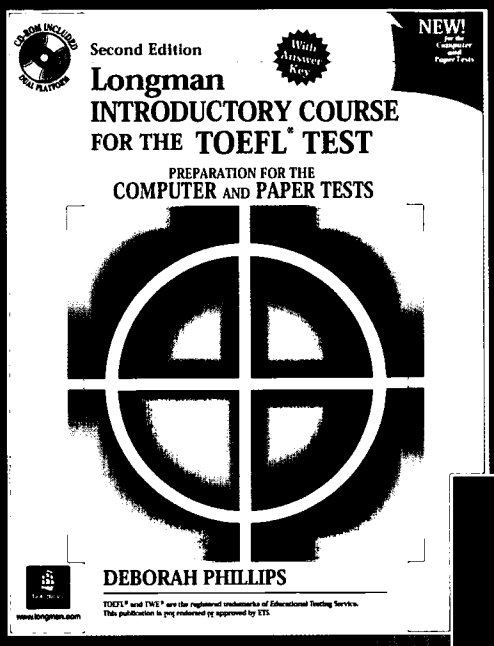
ESL students also relate well to books that deal with age-appropriate issues and values. Dona Gil, who teaches ESL at Community Middle School in Plainsboro, NJ, recommends using books with "a topic that teens can relate to, like friendship or relationships," that also "parallels their lives with regard to immigration and coping with change." A book that perfectly fits this prescription is *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord, which is about the immigrant experience, but also about finding one's way into peer groups and friendships. Based in part on the author's own experience, this is the story of a young Chinese girl who learns English and stickball in the year that Jackie Robinson becomes the first African-American man in baseball's major leagues. With her younger students, Mitchell uses *Yo! Yes?*, a 19-word book by Christopher Raschke about a conversation between an African-American and a Caucasion boy, to convey the value of friendship, and she emphasizes this value by dividing the class into two groups, each playing one of the boys.

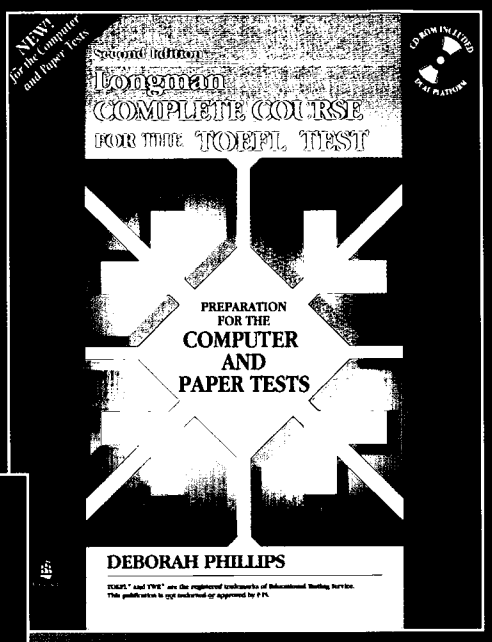
Because literature is a repository and reflection of cultural values, ESL teachers also use it to teach aspects of American culture. But books must have just the right amount of new cultural information. Herscheit explains, "I have to scan books for cultural assumptions. I have to either highlight and teach them, or, if there are too many, find another book." Gil also calls for balance and relevance of cultural material. She notes, for example, that *In the Year of the Boar and Jackie Robinson* is replete with baseball jargon, 75% of which will not be familiar to her students. She says, "I do a lot of explaining of culture stuff, which is a plus, but if it's too much, it's tedious." She also emphasizes that the cultural material in the books she chooses must be "important subjects that they need to know about, not trivia you can skip over." Another aspect of culture that teachers often share through literature is American holidays, using picture books about the holidays, for example, *Shake Dem Halloween Bones* by Nikola-Lisa Reed, whose musical chant also conveys the rhythm of the English language.

More than simply being a repository of aspects of culture, literature itself is part of the culture, and knowledge of the content of important literary works is in itself important for students who are working to assimilate both into the school mainstream and into the broader culture. Certain authors and books, for example, are simply part of the cultural consciousness of American kids, for example, Dr. Seuss and Maurice Sendak. When Stokes began teaching at Princeton High School, she inherited a library of abridged and simplified language classics. Her training made her a little dubious about exposing her students to the nonauthentic language in these books. "My natural inclination is to find real books that are easy enough for them to understand," she says. But what she has realized is that an educated person is expected to have general knowledge about certain writers and story lines.

continued p.18

Think TOEFL®



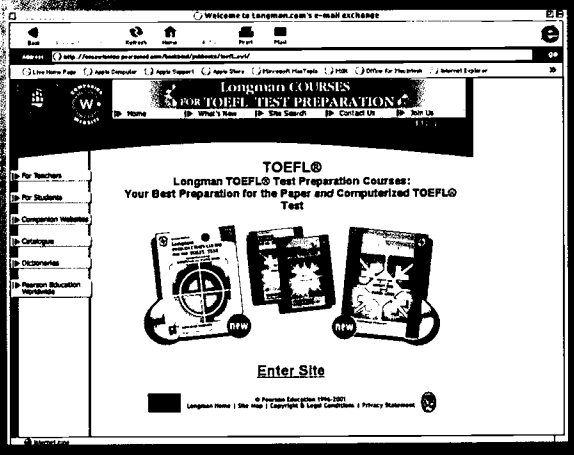


Longman

Why Choose a Longman Coursebook for the TOEFL Test?

- Thorough language skills preparation and practice
- Comprehensive preparation for paper and computer tests in one volume
- Mastery over test-taking strategies

Companion Website www.longman.com/toefl



Think Longman ESL

VISIT OUR WEBSITE OR CALL: www.longman.com • 1-800-375-2375

Longman • Scott Foresman • Prentice Hall Regents • Penguin

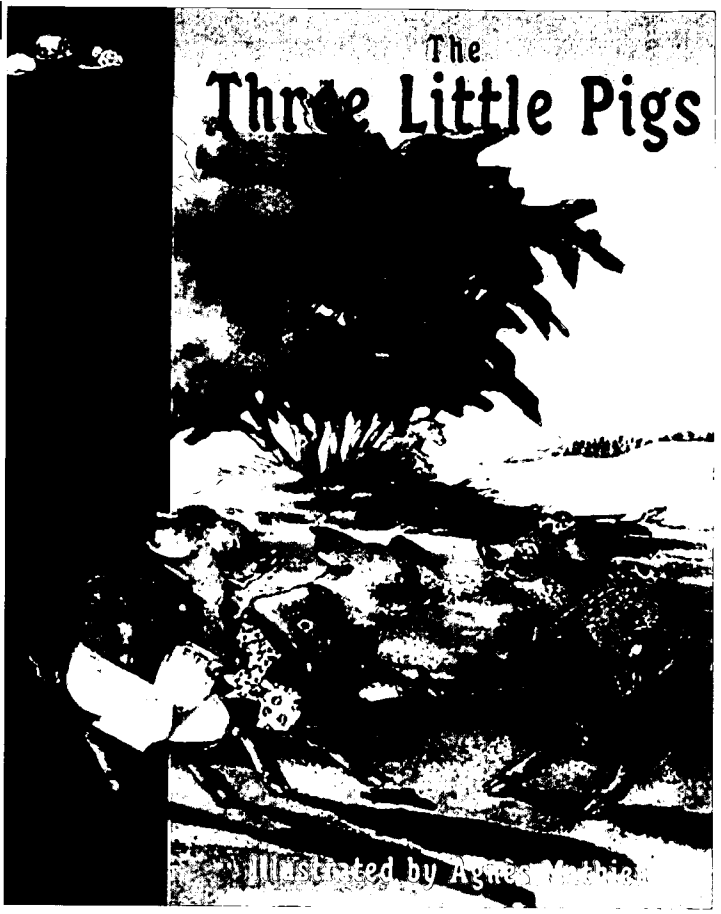
Longman

from p.17

Consequently, she reads with her high school students a simplified version of *A Christmas Carol*, in part so that they will understand the concept of "being a Scrooge."

To convey the content of literary works to their students, teachers sometimes use plays or picture books that are based on the original works. For example, after Stokes read the Longman *Tom Sawyer* with her students, she had them perform the read-aloud Tom Sawyer play from *Scholastic Scope* magazine. The language may not be authentic, but the content knowledge is. Another literary pillar of the American childhood is *The Wizard of Oz*. Mitchell reads the original text to her students, but accompanies it with the wonderful visuals of *The Wonderful Wizard of Oz*, a pop-up book illustrated by Frank Sabuda, and then shows them the video.

Because the ultimate goal of ESL teachers is to mainstream their students, they also use literature to teach literary analysis and other academic skills that all students must master. For example, Lynn Grodnick, at West Windsor-Plainsboro High School South, uses two picture books, *The Three Little Pigs* and *The True Story of the Three Little Pigs* by Jon Scieszka and Lane Smith, to teach point of view and perspective. With lower-level high school students, Stokes read a poem about Harriet Tubman and, as a followup, checked out six different picture books about Tubman that highlighted different parts of her life. She explains, "The kids read them and even though they were only in ESL 2, they could understand them and report to the class about what they'd read." As a culmination, the class combined their resources to write a biography of Tubman.



Teachers also use the power of literature to harnass the student's creativity to language-learning activities. Mitchell loves quilting and five years ago won a McDonald's grant that enabled her to buy a sewing machine and bring quilting into her classroom. Using as a jump-off point *The Patchwork Quilt*, written by Valerie Flournoy and illustrated by Jerry Pinkney, she had each student create a nine-patch wall hanging as a gift for Father's Day. Her students interviewed their fathers about their lives, profession, and hobbies, and also brought in pictures of their fathers. Mitchell scanned the pictures and printed them onto a square that served as the center for the hanging. The project involved listening, speaking, writing, and reading, all inspired by a work of literature.

"When Stokes has used picture books with her high school students, she says, 'I am always prepared with the excuse that this would help them read to their little brothers and sisters or when babysitting.'"

With older students whose low language level makes it hard to find materials commensurate with their age and maturity, teachers find themselves using books for younger children, but making excuses for them. When Stokes has used picture books with her high school students, she says, "I am always prepared with the excuse that this would help them read to their little brothers and sisters or when babysitting." Marino, a colleague of Stokes, tells her students when they are reading fairy tales in picture books that this is a way of studying American culture, learning about what Americans read as children. Gil chooses picture books with fantastic illustrations, like Chris Van Allsburg's *Ben's Dream* and *The Widow's Broom*, and she tells her middle schoolers, "I'm having you look at this for the talent of the illustrator as well!" But perhaps the students care less than the teachers: Marino admits that her students are "pretty good about accepting anything I give them."

And literature is catching! Stokes has found that it is important to encourage her students to read literature in their native languages. Once they think of themselves as readers, the interest transfers to English texts.

When looking for books to use with their ESL students, teachers report wide-ranging searches, in which they use their "ESL filters" to evaluate books according to a variety of factors: clarity; musicality, rhyme, and rhythm; quality of the art work; language level; the presence of multicultural pictures and characters; age-appropriate values and themes; measured presentation of important American cultural assumptions; and potential for teaching both language and academic skills. As they search for books, they depend on media specialists from school and public libraries; listen to authors and go to vendors at professional meetings; talk to other teachers, both ESL and general studies; use materials like *Scholastic Scope* magazine; and use catalogues from single publishers like Oxford Press and Scholastic as well as catalogues that contain books from multiple publishers, like Alta Books, Delta Systems, and Asiaforkids.com (which is searchable by country, culture, and American subgroups).

Literature so permeates the ESL classroom at all levels that talking about its purpose is almost superfluous. It serves as example, inspiration, and subject matter. And once they uncover just the right literary selections for their students, ESL teachers hoard them and use them over and over again. ■

ERIC Full Text Provided by ERIC

BEST COPY AVAILABLE

Our Basenji and Rhodesian Ridgeback think everyone should learn Afrikaans.

Our Vizsla thinks everyone should learn Hungarian.



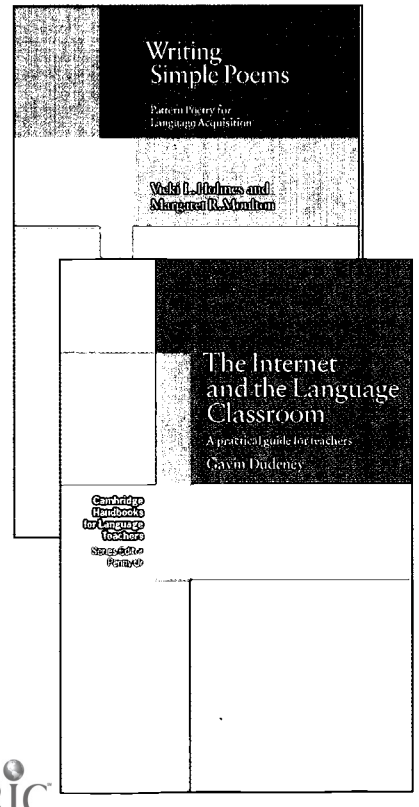
No matter what language you want to learn, World of Reading is the place to go.
Software, Videos, DVDs, Audio CDs and Tapes & Books for all ages,
in over *100* languages, All at discounted prices.

Visit us online at www.wor.com or call or e-mail for a print catalogue.

World of Reading, Ltd.
P.O. Box 13092
Atlanta, GA 30324-0092

Toll-Free: 1-800-729-3703 **Phone: 404-233-4042**
Fax: 404-237-5511 **E-Mail: polyglot@wor.com**

ARE YOU READY FOR CLASS?



CAMBRIDGE HANDBOOKS FOR LANGUAGE TEACHERS

New and Forthcoming titles:

Writing Simple Poems
Pattern Poetry for Language Acquisitions
Paperback 0-521-78552-9

Teaching Large Multilevel Classes
Paperback 0-521-66785-2

Laughing Matters
Humour in the Language Classroom
Paperback 0-521-79960-0

Using the Board in the Language Classroom
Paperback 0-521-65417-3

Learner English
A Teacher's Guide to Interference and Other Problems, Second Edition
Paperback 0-521-77939-1
Audio Cassette 0-521-77497-7
Audio CD 0-521-00024-6

The Internet and the Language Classroom
A practical Guide for Teachers
Paperback 0-521-78373-9

Teach Business English
Paperback 0-521-58557-0

CAMBRIDGE UNIVERSITY PRESS If you are interested in receiving our 2002 ESL catalog or would like to find you local representative, go to: **www.cambridge.org/esl-efl** or **ESLhelp@cup.org**

Life in the LANGUAGE



Steven Donahue investigates how the Walt Disney World Resort is reaching out to millions of international visitors with language-assistive technology.

From reservations to recruitment, the Walt Disney World Resort is overcoming language barriers. Walt Disney's vision of "communication through entertainment" has never been more encompassing than during his 100th birthday anniversary marked this year. The creator of the world's best-known mouse and founder of an entertainment empire built upon imagination continues to have an expanding global impact.

As Disney continues to grow, it also continues to look for ways to make guest experiences even better, and one of the best ways to do so is to make every effort to communicate with visitors in their own language. For legions of international visitors, cutting-edge technology makes a stay at the Walt Disney World Resort a seamless, simultaneous-translation experience.

The marriage of technology and language tools accommodating international visitors to

KINGDOM



Disney World is the product of the Multicultural Project Office for the Walt Disney World Resort. Yvonne Chang, director of the three-year old project says, "Guests don't just see the magic, they hear it, too." Nathalie Hawkins, Multicultural Project leader who is developing the attraction translation devices that are available to international visitors at a new attraction called *One Man's Dream* at Disney-MGM Studios, explains, "the portable translators are activated by infra-red triggers to provide the guests with precise, instantaneous translations at various attractions."

Attaction translation devices are activated by infrared triggers to deliver the appropriate message or description in the required language.

IT ALL STARTED WITH A MOUSE

Chang is tasked with making sure that multicultural Cast Members—Disney's term for its employees—and visitors have all the tools and accommodations to make for a warm, welcoming experience. She says, "Our multicultural efforts help us to create magic in a variety of different languages for all who visit and work at the Walt Disney World Resort."

Multilingual and cultural efforts are a special focus at Disney. A significant number of the millions of visitors to the Disney attractions near Orlando, Florida hail from outside the borders of the United States. Festivities at the 100 Years of Magic Celebration, which runs through 2002, include an interactive exhibit documenting the life of Walt Disney—"Walt Disney: One Man's Dream" at Disney-MGM Studios. Visitors to MGM will now see a towering 122-foot-tall sorcerer's hat adorned with twinkling crescent moon and stars that Mickey wore in the movie "Fantasia."

Disney, who spoke a smattering of French picked up from his U.S. Army tour of Europe during WWI, returned with a satchel of cartoons that launched his career as a master animator. Eventually he created the world's most famous icon: a mouse-ambassador communicating through an Esperanto [illegible] ertainment and innocence—Mickey

continued p.22

ERIC



Yvonne Chang's goal is to "create a dream come true for international visitors."

Mouse. Actually, one of Disney's first creations was Oswald The Lucky Rabbit, but he lost control of the rights to the character because of a contract loophole. Overcoming this setback, in 1928, on a train from New York to Los Angeles, he "dreamed up" Mortimer the Mouse. Walt's wife, Lillian, thought that the name sounded too pompous, and dubbed the mouse, "M-I-C-K-E-Y."

At the *One Man's Dream* exhibit, one of the holographic Walt quotes floats on the wall and reads, " I only hope we never lose sight of one thing – that it was all started by a mouse." Foreign-speaking visitors, equipped with the translation devices, hear information about these quotes in their own language. Disney defined Mickey as, " A little personality assigned to purposes of laughter." The squeaky voice of Mickey for his debut 1928 animated film, *Steamboat Willie*" was in fact, Disney himself.

THE MAGIC OF MULTICULTURAL COMMUNICATION

Yvonne Chang says, "The goal of the Multicultural Project is to transcend cultural and language barriers to create a dream come true vacation for international visitors, and make the Walt Disney World Resort the most welcoming place on earth." Laying down the welcome mat, Disney has launched a free service that provides for synchronized narration in five languages: French, German, Japanese, Portuguese, and Spanish.

The attraction translation devices are worn with a lanyard around the neck and automatically detect where a visitor is in the park. Infrared detectors trigger high quality audio stored on an MP3 for a resonant translation of the same experience that an English speaker receives. The devices are so sensitive that they can precisely locate a particular location that a user is near and deliver the correct translation of that aspect of the attraction.

The devices are now operating at 13 Disney attractions including "American Adventure" and "Honey, I Shrunk the Audience" at Epcot, and the "Walt Disney World Railroad" at the Magic Kingdom. Of the translating devices and other multilingual efforts, Yvonne Chang says, " Our goal is to connect our guests and casts in a magical way." Other multicultural offerings include International Information Centers, translated guide maps and menus, and park signs that use a variety of international symbols.

THE DISNEY LANGUAGE TEST

Disney's more than 54,000 employees provide a tremendous "language bank" for culling multilingual cast members to assist guests with tickets, currency exchange, itinerary planning, and dining reservations at all four theme parks. Over 7000 multilingual cast members communicate in over 50 languages at the Walt Disney World Resort. Disney has its own language test, which assesses the ability of employees to communicate in other languages. Nathalie Hawkins, who is fluent in English and French and has worked at Disneyland Paris, characterizes the language assessment thus, " The oral test is thorough and goes beyond just understanding what a visitor is saying. Cast members must be able to interact and give directions and truly assist in the other language." Bilingual employees can be easily identified by their language pin-nametag with a flag representing each language group. Cast members may wear up to five

language pins indicating their Disney-certified proficiency in multiple languages.

ENHANCED ESOL AT DISNEY

Disney has over 1000 Cast Members enrolled in ESOL classes through a partnership with the Orange County (Florida) School system. Chang, who expresses pride about the Enhanced ESOL project's success, says, "Students and their managers have noticed an improvement in their English language skills after only a few weeks in the class." The ESOL Cast Members are paid for the time they spend learning English in the classroom, which is located on the Disney property. Chang notes, "Improving the cast member's English not only educates the cast member, but is one of the many benefits Disney offers to Cast Members to maintain a competitive edge in the workforce and help retain great employees. We call our range of benefits the *Disney Difference*."

Training is comprehensive at Disney, with workshops on everything from body language to college courses offered through the on-site Disney University. Orientation to Disney "Traditions" (the course all Disney employees must take in order to be employed) is conducted in English, Spanish, Haitian Creole, and Vietnamese, enabling new cast members to learn about Disney conventions, history, and safety and security in their language of preference.

Another bilingual hallmark of Disney is the *Eyes & Ears* newspaper, the primary cast communication publication, which has Spanish and English versions.

MICKEY'S 100th ANNIVERSARY

In 27 years, Mickey will be 100 years old. What will Disney World be like in the year 2028?

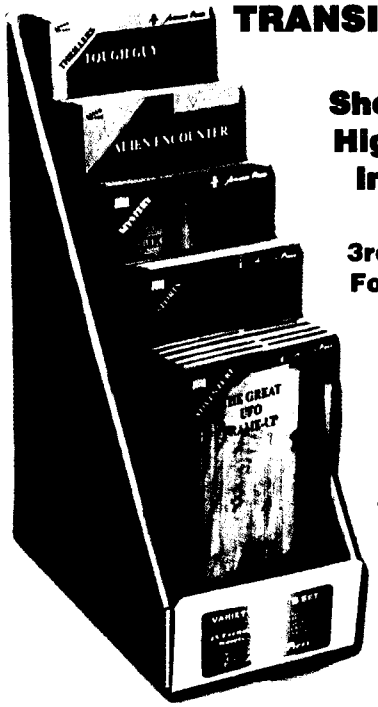
In the exhibit *One Man's Dream* at Disney-MGM Studios, a 1960s film clip shows Walt Disney standing in front of massive blueprints as he explains the meaning of the word Epcot. Disney said, "EPCOT stands for Experimental Prototype Community of Tomorrow, an ever evolving place that will never be finished." Disney's future vision encompassed what now houses Epcot's international pavilion with permanent exhibits from 11 countries ranging from Japan to Morocco.

Michael Eisner, chairman and CEO of the Walt Disney Company said in the film that documents the life of the master cartoon animator, "Walt Disney was by nature an experimenter." That spirit of innovation by Disney 'Imagineers' continues and Walt Disney has always had one foot in a multilingual tomorrowland. Concerning the languages of the present and future Disney World, Yvonne Chang foresees, "The Disney vision as totally polyglot."

Walt Disney himself spoke to that multicultural, world-without-borders vision which still propels Mickey and his extended animated family. He said, "To translate the world's great fairy tales, thrilling legends, stirring folk tales into visual theatrical presentations, and to get back warm response of audiences in many lands has been for me an experience and a lifetime satisfaction beyond all value." ■

For Further Information go to
www.waltdisneyworld.com

Artesian Press



TRANSITIONAL READING

Short, Easy Reading, High Interest Novels In Natural English

3rd to 4th Grade Reading For Intermediate English Language Learners

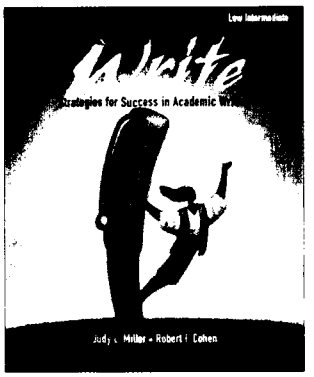
Read-Along Tapes and Reproducible Teacher's Guides Available

All Artesian Press Titles Are Available on Accelerated Reading Disk #AD 622

TAKE TEN BOOKS

STANDING TALL Series

The Path from Reading to Thinking to Writing



Reason to Write:

- Helps college students become confident and independent writers
- Provides easy-to-follow guidelines, strategies, and practice in writing
- Takes students through the writing process from generating ideas, to drafting and revising, to proofreading and editing

Send for your FREE copy!

Name
College
Address
City
State Zip Code
Country
Phone

OXFORD UNIVERSITY PRESS
ESL Department
198 Madison Avenue
New York, NY 10016 USA
www.oup.com/us/esl

K954
Expires 5/31/02

SPECIAL REPORT

ESL At Ground Zero



Arnie Cooper interviews Terrance Flynn who teaches ESL students in lower Manhattan.

No doubt, the events of September 11th have touched ESL instructors and their students around the country. According to Peter Thomas, president elect of The American Association of Intensive English Programs, some estimates show a decline of 10 to 20 percent. Thomas, however, is quick to point out that these numbers can't be verified since no hard data exists.

Beyond the statistics, the impact on teaching is evident. "Terror Attack", "bioterrorism", "anthrax", "chemical weapons," "bombing", "refugees" and "peacekeepers" are just some of the words echoing these days throughout ESL classrooms around the United States.

Depending on whom you talk to, students' responses run the gamut from blasé to worried, from unfazed to fearful. And teachers of ESL, whose job description includes "teaching through the culture", are doing everything from inundating their students with media reports on the "war on terrorism" to ignoring the topic entirely. Most however, are struggling to find just the right balance—one that does justice to the crisis, yet doesn't inspire unnecessary fear and panic.

One such teacher is Terrance Flynn, an adjunct ESL professor at New York City's New School, located just over a mile from Ground Zero. From his 7th floor window, Flynn and his students used to be able to see the towers. Now they are conspicuously absent. Just like Hiroko, his Japanese student who never showed up for class; three of her childhood friends who worked at the Trade Center all perished. Clearly, with such a direct connection to these horrific events, Flynn had no choice but to confront the issue with his class.

This was especially true during the first few weeks after the attack. "By the time students would arrive in class, they'd already have been subjected to a steady stream of emergency vehicles and blaring sirens," Flynn said. Still, unlike some teachers who spent a great deal of time helping students work through their feelings, Flynn plunged right into the work. "I tried to steer away from the emotional stuff. Most students wanted to get on with their studies so I gave more homework and they met the demand; they were glad to process the stuff in writing."

Moreover, Flynn achieved an intimacy with his students that he hadn't experienced before. "Not only did students talk about what was going on in their minds, they also asked how I was doing," Flynn said.

Naturally, Flynn tied many of the events into his teaching. In his Advanced/Intermediate Grammar class, for example, students practiced the Present Perfect by writing essays on the topic: "How has your life changed since September 11th?"

"It's still in my mind, the people jumping out the windows—that picture is going to be with me for many more years," Gaby, a Costa Rican student wrote. And Guillermo, a Colombian student who works as an immigration lawyer expressed concern about the future. "I'm feeling so sad because for almost five years I've been building my new life in America and now I don't really know what to do," he wrote.

For another assignment students explored the question of "whether they think the wreckage of the WTC should be a tourist attraction." Lali from Barcelona had mixed feelings. "At first, I thought to visit a place where there are thousands of dead people was disrespectful. Now I think that to visit Ground Zero is so important to remember all the dead and also to reflect about terrorism," she wrote.

Terrance Flynn (above and below right with his class) says his students found the packet of pictures of missing people especially hard to face.

In his other course, "Topics in American Culture", the attack and its aftermath was frequently a discussion topic. One theme that kept coming up was the posters of the missing. "During those first few weeks, all of Greenwich Village and the walls of The New School itself were plastered everywhere with the smiling faces of those who were missing. Ray's Pizza, (see photos), was wallpapered with the posters. Like most New Yorkers, my students found them especially hard to face," Flynn said. Still they did make for some engaging discussions. The concept of 'when do you give up hope' was one which he dealt with extensively.

Like many ESL instructors, Flynn also teaches at other programs; in his case, at Columbia University's American Language Program. There, registration was initially down 40%, but the geographical distance sheltered the students somewhat from the

ERIC Full Text Provided by ERIC







"There is a sense that we were all in this together. Many of the students are now calling themselves 'New Yorkers' and have gotten behind the feeling of resilience. As Lali wrote: 'I'm trying to explain to my family that I'm feeling safe. I'm feeling good about New York City more than ever.'"

chaos. Columbia is several miles away from Ground Zero. "Looking out my window in Lewisohn Hall and seeing the leaves turn colors it's possible to practically ignore the changed world if you want," said Flynn.

But the physical proximity of the New School makes that impossible. Just within his own classroom, students' lives have been transformed. One woman from Taiwan was actually at the base of the Twin Towers when she heard the first plane hit. Though she was trampled as she tried to escape, she managed to survive. "Even with her leg in a cast, she's always apologizing for being late," said.

Flynn points out that "the ruins continue to burn, though on some days it's not as noticeable. Other days students complain that 'the smell's back.' But at this moment, students are more nervous about inhalation anthrax," Flynn says. He also adds that little things are also causing fear. Throughout the school's neighborhood there are air quality monitors strapped to trees and many are wearing gloves and masks. Of course, the recent air disaster in Queens only added to students' uneasiness.

Still Flynn has tried to move away from the topic whenever possible. In his culture class, he showed *Rosemary's Baby* and spent some time exploring Halloween. More recently, he focused on Michael Jackson's New York concert. "I gauge how students are responding to events, when planning my classes," Flynn said.

The crisis did, however, yield some positive outcomes. Flynn enjoys the heightened amount of bonding he now has with his students. "There is a sense that we were all in this together. Many of the students are now calling themselves "New Yorkers" and have gotten behind the feeling of resilience. As Lali wrote: "I'm trying to explain to my family that I'm feeling safe. I'm feeling good about New York City more than ever. Am I unconscious? I think I have simply continued living."

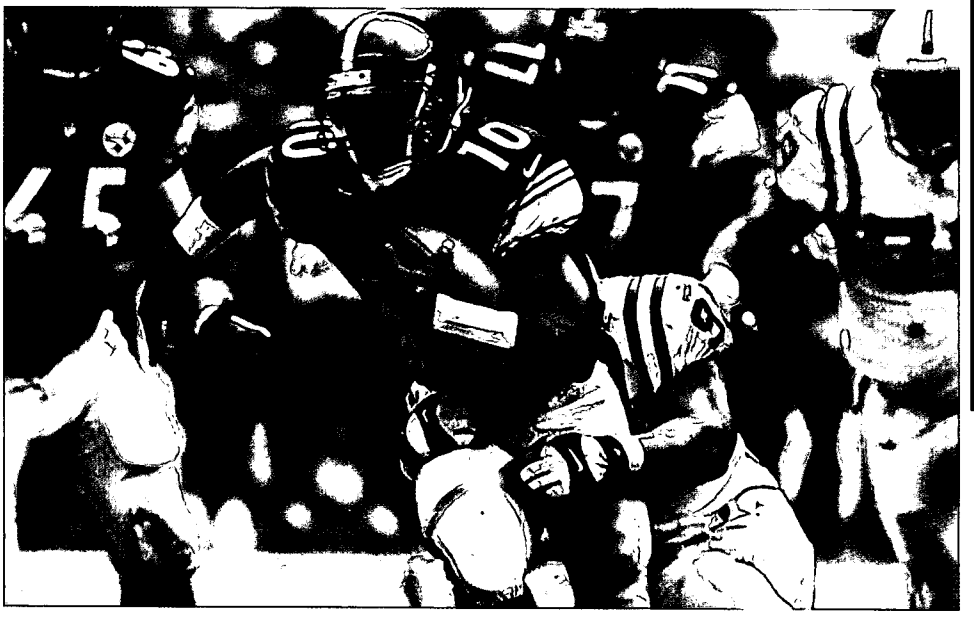
As for the future, Flynn has managed to stay upbeat through all that he and his students have experienced. "I'm still in awe of this city. New York is the best place in the world to learn English."

Arnie Cooper, a freelance writer based in Santa Barbara, California, teaches ESL at UCSB's International Programs.

ERIC

STEEL TOWN SPEAK





Barbara Johnstone and **Scott Kiesling** discuss the idiosyncrasies of "Pittsburghese."

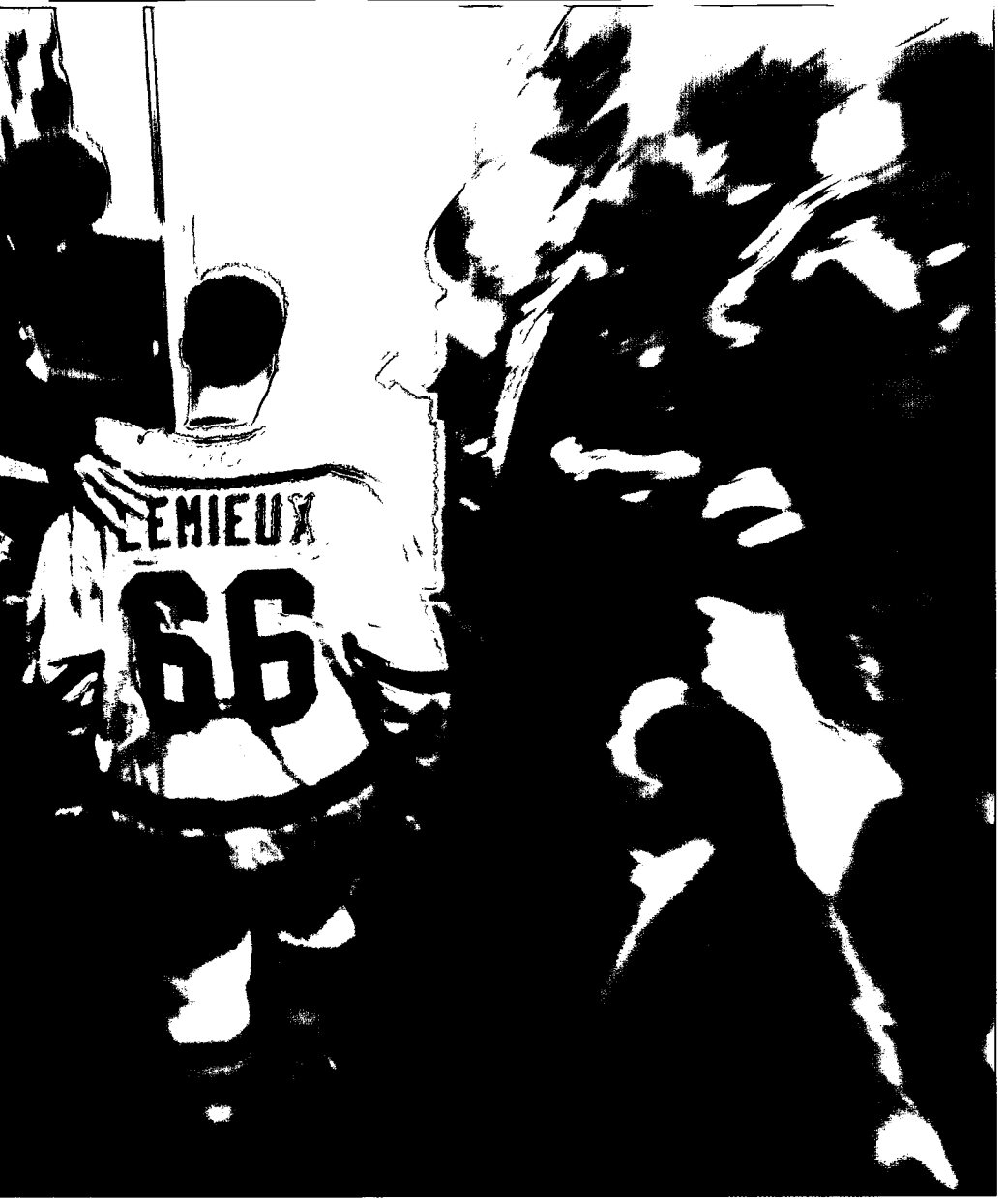
Many people in Pittsburgh and western Pennsylvania are convinced that a distinctive dialect of English is spoken in the area, which they call "Pittsburghese."

When people talk about "Pittsburghese," they often mention words like *yinz* (you, plural), *slippy* (slippery), and *nebby* (nosy), sounds like the vowels in *Stillers* (Steelers) or *dahntahn* (downtown), and expressions like *n'at* (and that, used to mean something like et cetera). People in Pittsburgh enjoy talking about "Pittsburghese," and they make commercial use of examples of it on t-shirts, postcards, souvenir shot-glasses, and other such items, as well as on the Internet.

But many of the linguistic features considered unique to the Pittsburgh area are found elsewhere in the region. Words like *yinz* are used in other parts of the Appalachian Mountains. Other features are found to the west of Pittsburgh, in the central and south-central parts of the Midwest. Some pronunciations identified with "Pittsburghese," such as *still* (steel) are heard throughout the U.S. Even the features of "Pittsburghese" that are the most local can be heard in a fairly large area of central and southwestern Pennsylvania.

Although not confined to Pittsburgh, many Pittsburghers employ a dialect variety that is known as "North Midland" or "Lower Northern" English.

The earliest English-speaking immigrants to North America brought their native English dialects with them. The people who settled in New England and in the South came mainly from southern England, and they brought elements of southern English dialects. (For example, New Englanders and Southerners alike may drop the r sounds in some words.) The Midland dialect area starts in a narrow band in the Mid-Atlantic states (southern New Jersey, southeastern Pennsylvania, and northern Delaware and Maryland) and spreads westward into the Midwest and southward along the Appalachian Mountains. Its boundaries trace the migrations of English-speaking people who came to America by way of Philadelphia and other ports on the Delaware River. These people originated in northern England and Scotland, and they brought some characteristic pronunciations,



There are few things more popular in Pittsburgh than ice hockey star Mario Lemieux (pictured above) and the city's beloved football team, the Steelers (left).

words, and grammatical structures with them.

The people from northern England, some of whom were Quakers, came to the eastern part of Pennsylvania and moved west into central Pennsylvania. The largest group of early English-speaking immigrants to southwestern Pennsylvania were from Ulster (northern Ireland). These people were largely "Scotch-Irish" (also called "Scots-Irish"), the descendents of Scots who had settled in Ulster at the beginning of the 17th century. They spoke a Scottish variety of English (influenced by the Scots Gaelic language) which was then influenced by Irish English and probably also by Irish Gaelic. Many of these Scotch-Irish, along with other people from Ulster of native Irish and northern English ancestry, emigrated from north- and to North America at the end of the 17th century and during the 18th century. Scotch-Irish immigrants also settled west and south of Pennsylvania, moving along the Ohio River and the Appalachian Mountains. Thus many features that can be traced to their way of speaking are found in Midwestern and Appalachian speech as well as in western Pennsylvania. Some of these words and structures are also still in use in Scotland and Northern Ireland.

Among the many words used in southwestern Pennsylvania that are probably Scotch-Irish are *redd* up (clean up, tidy), *nebby*, *slippy*, and *diamond* for a town square. So is the word *jag* in the sense of poke or stab, from which come *jagger* (thorn, burr), *jaggerbush* (thorny bush), *jag somebody off* (irritate), jag around (fool around, goof off), and *jagoff* (a derogatory term for someone stupid or inept). *Yinz*, which is found

continued p.28



Speaking the Penguins' Language

PITTSBURGH'S BELOVED Penguins ice hockey team recently parted with their coach, Ivan Hlinka (pictured above).

Why?

Because most of his players couldn't understand him.

As with most professional sports, language skills (or the lack of them) can pose big problems for coaches and players in the National Hockey League.

Many skaters hail from Eastern Europe and many others are natives of French-speaking Quebec. English is the common tongue that must be learned by stars and their coaches for effective communication in this fast-moving game.

At the end of last season, Hlinka's lack of English language skills was a source of concern for the Penguins' management who ordered him to learn the language during the off-season.

"English was the problem for him, for sure," said Penguin player and fellow Czech, Martin Straka. "Obviously, everybody knows there were sometimes some miscommunications on the bench, maybe a little bit. In the locker room, he tried to say some stuff, and he couldn't say it to the guys because the English wasn't there."

But Hlinka did not enroll in an ESL program or buy the latest language software. He chose instead to watch a few videos in English.

"Language was the only thing," center Robert Lang, another Czech, said. "He should have pushed a little bit harder to learn the language. It's a shame he had to go. I don't think there's any other weakness. If not for language, he would be here still."

According to Penguin's general manager, Craig Patrick, Hlinka's English did improve over the summer break but he and owner-player, Mario Lemieux, were worried that the younger Penguins wouldn't grow and learn under a coach who spoke a language that only two of the top eight players could comprehend.

Just before he was canned Hlinka tried his best to sum up another Penguin's loss in English. "I think it should be the stupid team on the other side if you can win the game, and we gave them everything in the first period." ■

from p.27

throughout the Appalachians in various forms (such *you'uns*), is most likely Scotch-Irish as well. So is the grammatical peculiarity found in expressions like *The car needs washed* or *These customers want seated*, where other dialects would have an infinitive (needs to be washed) or a present participle (needs washing). This is also found in Appalachian English and in the central Midwest.

While it is possible to trace the history of words and structures through written sources, it is much more difficult to tell where regional pronunciations come from. For one thing, our standardized spelling system does not capture the differences between various ways of pronouncing a word (coffee is spelled "coffee" no matter whether it's pronounced *cawffee*, *cahffeee*, *cwaffee*, or some other way). For another thing, large-scale changes in pronunciation are surprisingly common and quick. (Think, for example, of the large differences that now exist between British and North American accents, all of which developed over just a few generations.) But some features of the accent of southwestern Pennsylvania are geographically distributed in the same way—in the Pittsburgh area and to the west and the south—as are words and grammatical structures we know are Scotch-Irish in origin. This suggests that these may be older features that spread with the early settlers. One of these is the use of an *r* sound in the word wash, so that it sounds something like *worsh*. Another is the tendency to pronounce the long *i* sound in words like fire or tile as something more like *ah* (*fahr* or *tahl*).

Other pronunciations which people think of as local are shared with other geographic areas. Many people throughout North America use the same vowel sound in *not* and *naught*, *cot* and *caught*, *body* and *bawdy*. But unlike many Americans further west (and like many Canadians and some Americans further east), the sound many Pittsburghers use is the *augh* variant, rather than *ah*. Also shared with people elsewhere are the use of the same vowel sound in steel and *still* or *meal* and *mill* and the same vowel sound in *pull* and *pool* or *full* and *fool*. These "mergers," or the collapse of two sounds, in some situations, into one, are becoming more common throughout the U.S. So is the pronunciation of *l* with a *w* or *o* sound in some words, like *skoo* for school or *dowar* for dollar. There is one pronunciation, however, that seems to be much more restricted geographically. This is the "Pittsburghese" pronunciation of down as *dahn* or house as *hahs*. Western Pennsylvanians born before 1900 do not seem to have used this sound, but by the middle of the 20th century it was quite common. Dialectologists do not yet know how this pronunciation originated.

It is often thought that people in different Pittsburgh neighborhoods and Pittsburgh-area towns have different accents. But if Pittsburgh is like other cities that linguists have studied, this is probably not true. What probably is true is that the same sounds and words are used more in some areas and less in others, depending on things like whether the neighborhood is mainly working-class and whether people stay in the neighborhood to work or commute to work. This is because children learn their accent primarily from their peers, not their parents, and each new group of immigrants to the area learned English from people who were already speaking English. Dialects spread when people pick up features of the speech of people they are like, talk to a lot, and/or identify with, and the children of immigrants were far more likely to want to emulate the speech of the local people who already spoke English than to emulate their parents' accented speech. Largely because they have always been segregated from other groups in work, education, and housing, casual African-American speech in Pittsburgh, as in other northern cities, continues to preserve more of the southern-sounding features African-Americans brought with them, although North Midland features can also be heard in many Pittsburgh African-Americans' speech.

Different ethnic groups have introduced new words into the local vocabulary: Germans made up a large part of the earliest European population of western Pennsylvania and words like *gesundheit* and *sauerkraut* are among a number of German terms that are widely used in the U.S.

Other words that are sometimes associated with "Pittsburghese" have commercial sources. *Jumbo* lunchmeat, *Klondike* ice-cream bars, and *chipped* ham all originated as names for things produced or sold by local companies. The spelling of the Pittsburgh neighborhood name East Liberty as *S'liberty* (which is the way it often sounds when people are talking quickly) was invented in the context of a campaign to promote the neighborhood. *Gumband*, the local term for rubber band, may also have been what the first people who sold them in Pittsburgh called them.

Is "Pittsburghese" going to die out, or is it likely to persist? Some people think that the mass media, together with the fact that we are more mobile than we once were, are making the U.S. increasingly homogeneous. People who think this are likely to suspect that eventually we will all talk the same way. Among the reasons to think that local-sounding speech features may disappear are the fact that many people move around the U.S. more than they once did, and it is easier than it once was for some people to move in different social classes and social circles than the ones they were born into. Furthermore, the media expose us all to the same ways of talking, and new kinds of employment, such as jobs in service industries, often require people to speak in a standardized way.

"Other words that are sometimes associated with 'Pittsburghese' have commercial sources. Jumbo lunchmeat, Klondike ice-cream bars, and chipped ham all originated as names for things produced or sold by local companies."

On the other hand, there are some good reasons to think that local-sounding speech features may persist. People often resist being homogenized, and they may express their resistance by speaking in distinctive ways. Especially when outsiders start to move in, people may need ways to express local pride. When they feel that their local dialect is in danger of dying out, people may want to exaggerate certain features of it to keep it alive. Local ways of talking in Pittsburgh and in many other places are associated in people's minds with the working class. So showing working-class pride may also be a reason for people to use local-sounding language. In addition, words like *yinz*, *dahntahn*, and *Stillers* have become symbols of locale in Pittsburgh. As a result, they can be useful to people who are trying to "sell" the city to tourists or businesses from outside.

Linguists still have a lot to learn about the dialects of southwestern Pennsylvania. Like other aspects of local heritage, "Pittsburghese" is worth understanding and preserving. ■

Barbara Johnstone and Scott Kiesling are sociolinguists who teach at Carnegie Mellon University and the University of Pittsburgh, respectively. For editorial and substantive help with this article they are grateful to Martha Cheng, Peter Gilmore, and Michael Montgomery.

Diversifying Our Approaches to Language and Literacy Development

WORD UP!



"Right now, it is almost IMPOSSIBLE for you not to see how strong rap has gotten, you know what I'm sayin? It's like our brothers and sisters, our youths, and some of our adults, their ear is PINNED to rap music right now. And if you really wanna get our message out and really wanna start teachin, we need to start doin that. We really need to start usin our methods, you know what I'm sayin?"

-- Tupac Amaru Shakur, The Rose That Grew from Concrete, Vol. 1.



H. Samy Alim discusses utilizing hip hop culture and rap music in the classroom.

"This album is dedicated to all the teachers who said I'd never amount to nuthin."

-- Notorious B.I.G., Ready to Die.

As today's classrooms become increasingly more diverse, educators, educational administrators, policy makers and researchers are faced with the challenge of diversifying their approaches to language and literacy development to meet the needs of their students. When rapper Tupac Shakur says, "We really need to start usin our methods," he is making an urgent call for educators (both in and out of school) to begin utilizing the linguistic and cultural experiences of their students for effective pedagogy. His call is a response to our failure, as educators and researchers, to develop new and innovative ways to build upon the cultural-linguistic practices of our students to further their academic development.

Many educators and researchers have realized that the primary discourses of their students (the way they use language at home, in peer groups, and in community settings) differ greatly from their secondary discourses (the way they are required to use language in academic and some occupational settings). In efforts to bridge this communicative gap facing linguistic and cultural minorities, many educators in various isolated classrooms across America have begun utilizing rap music and hip hop culture as a means to enhance literacy development and the language learning process. Rappin is a highly creative and complex system of oral literacy that is based in the African American Oral Tradition. In hip hop culture, one's ability to move somethin' with the power of the word is highly valued. Hip hop culture places an extraordinary amount of emphasis on the innovative and inventive use of language. Hip hop culture, then, as an extension of African American expressive culture (and increasingly th culture of many Latino, Asian, Arab, and white students), can be a driving force in motivating students to expand their language and literacy horizons.

The remainder of this article will focus on a comprehensive literacy development program in southwest Philadelphia's Turner Middle School (99% African American). The program is a comprehensive literacy program in that it focused on developing skills in written, oral and computer literacy. Written skills were developed by writing raps/poems, editorials on major themes in hip hop culture, message analysis of rap lyrics, comparative analysis of two rap works, biographical histories of favorite artists, etc. Oral literacy skills were developed by rappin the written poems, interviewing and transcribing interviews with members of the hip hop community in Philadelphia, and taking large student body polls about current hip hop topics. All of this information was presented in a student-produced magazine created with a desktop publishing program to develop computer literacy skills in the digital age.

Da Bomb Squad Comprehensive Literacy Development Program

Da Bomb Squad Comprehensive Literacy Development Program began in 1997. During my years at the University of Pennsylvania, I had the opportunity to collaborate with top scholars in education

continued p.30

ERIC

from p.29

and linguistics, including Dr. William Labov and Dr. Ira Harkavy. It was my belief that decades of accumulated linguistic knowledge ought to be combined with a new and creative pedagogy in order to reverse the educational failure of our urban schools, i.e., the failure of schools to properly educate African American students. In our collaborations, one main question embodied the central theme of my thinking: How can we, as a community of educators, linguists and scholars, utilize the cultural-linguistic practices and experiences of African American students as the impetus, or the driving force, for creative and effective educational praxis?

As developer of Da Bomb Squad Comprehensive Literacy Development Program, I recognized that many students were not motivated to learn in school. As is often the case, curriculum was disconnected from community and culture. This program sought to utilize elements of contemporary African American popular culture, i.e., hip hop culture, to teach students various forms of literacies and academic skills.





Run DMC (left) were one of the pioneers of the rap/hip hop culture, which is also expressed through art (above).

From my own life experience, I knew that hip hop culture had a firm grasp on most African American students. In fact, various studies (see MME Report, *Reaching the Hip Hop Generation*) conclude that 97 to 98 percent of African American students are influenced by hip hop culture. The logical question became, in plain terms, why not take what the students are already experts at, and make them experts in other arenas? This was the driving force behind Da Bomb Squad Comprehensive Literacy Development Program.

In producing the magazine, the first several instructional sessions were given to the class as a whole. The sessions involved lessons about the different portions of a magazine: editorials, reviews, polls, table of contents, etc. Once these concepts had been reviewed, the class was divided up into smaller groups and worked collaboratively to create their section of the magazine. However, before the individual writing began, a crucial lesson was given about the differences in dialects used in today's society.

The students also participated in discussions about various registers, modes, and styles used in writing. The differences in the way we speak and the way we write were also discussed, with preference given to neither.

Hiphopological grammar lessons, i.e., grammar lessons that utilized hip hop lyrics as a starting point, were used to foster active and engaged discussions about language, grammar, and meaning. These exercises require the teacher to be well informed and well-versed in the culture of the students.

Sample Hiphopological Grammar Lessons

This lesson begins with an introduction to transcription, defining the term and so forth. The term may also be added to the students' spelling list. The idea of transcribing hip hop lyrics not only provided the necessary motivation, but it also enhanced literacy skills and writing skills. After students had become fairly comfortable with the concept of transcription, and the occupational areas that required that skill, it was their turn to prove that they grasped the concept. It was precisely this challenge to prove themselves in an area central to their culture and experience that served as the transition from a transcription lesson to a lesson in grammar.

Being familiar with the students' favorite hip hop artists was essential background information. Lyrics were chosen on the basis of popularity (of course, only "clean versions" were used in the classroom). Prior to the lesson, the teacher had to prepare which sections of the songs were to



"Their language and culture is respected. Their music and style is the center of attention. All of these things help motivate students to produce quality work while developing various literacy skills."

be played, much like a teacher would prepare which passages in a story would be read. A list of lyrics that were exemplified follows:

Group I:
"But you still don't pay me no attention."
"I ain't comin back no mo."
Group II:
"I guess you could say you was the one I trusted."
"Is you wit' me?"
Group III:
"I'ma cheat you."
"No, I ain't slow."
"Who you lovin', who you wanna be huggin'?"

Group I includes lyrics which were preselected to point out the usage of double negatives and Group II includes lyrics which were used to introduce the topic of subject-verb agreement. Grammatical instruction was given in both of these areas. For example, we would begin by deciding—together as a class—the most accurate transcription, including spelling, of the selected lyric (paying close attention to the way the lyric is spoken, usually in African American speech and style). Then students suggested various ways to express the same idea. After they wrote the sentences on the board, the class collectively chose which one was the standard English form. This was a participatory, engaging form of the often mundane contrastive analysis technique. After the choice was made, we then asked, "Why?" The active discussion that followed led to the introduction of the chosen grammatical construction and was followed by further instruction in that area.

Group III contains various grammatical constructions. This group represents examples of grammatical differences that the students selected independently. They no longer waited for the teacher to point them out; rather, they began their own syntactical analysis.

The lesson ends with an understanding that, in American society, different linguistic styles are appropriate for different situations. For instance, students were encouraged to use standard English or African American Language forms in certain styles of writing and when addressing particular audiences. One will find that 6th graders are keenly aware of these issues and their observation skills will leave no grammatical stone unturned. One will also find that a class that once slept through "boring" grammar lessons, now comes to life and is actually excited to learn about syntax.

Da Bomb Squad Comprehensive Literacy Development Program became so popular at Turner Middle School that we couldn't possible take all of the students interested. It became the "cool club" at Turner Middle School and everybody wanted "to be down." The very thought of a comprehensive literacy program being "the place to be" in an urban middle school should be encouraging enough for teachers who would like to begin using hip hop culture in the classroom. The program continues to receive praise from teachers, parents and students, and has expanded to middle schools in Compton, California. The students feel an incredible sense of agency and ownership in the program. Their language and culture is respected. Their music and style is the center of attention. All of these things help motivate students to produce quality work while developing various literacy skills.

One student's comments are appropriate: "This magazine took a lot of hard work. When I say that it took a lot of work, I mean that we dedicated a lot of time to complete this magazine. We wanted to see if we could write articles using our own ideas and words to express those ideas. It took believing in ourselves and having confidence to do a magazine like this. This is our third magazine and I would say that we are doing just great at what we are doing! So to everyone that is reading this magazine we want you to know that we are "blowing up" with mad issues [many issues] and we are taking over the hip hop magazine industry. With all of this flavor, you're going to want to be the first one in your crew with a copy! (*Da Bomb!*, Vol. 3, 1999).

Da Bomb Squad Comprehensive Literacy Program views the linguistic and cultural experiences of African American students (and other linguistic and cultural minorities) as a resource rather than a problem. In that respect, this program is in line with educational and linguistic researchers such as Arnetha Ball, John Baugh, John Rickford, Geneva Smitherman, Carol Lee, Walter Wolfram and William Labov, among others.

Utilizing the Hip Hop Cultural Movement for language and literacy development is an idea whose time has come. Those concerned about the educational welfare of the hip hop generation can no longer —with good moral conscience—turn a blind eye to the culture of their students. Recognizing hip hop culture means recognizing your students. An interaction I had with one of my students who wanted to join Da Bomb Squad Comprehensive Literacy Development Program serves as an excellent illustration of this point. I challenged his commitment to the program by asking him, "What you know about hip hop?!" He responded emphatically: "I am hip hop!"

Clearly, there is a need to diversify our approaches to language and literacy development. ■

H. Somy Alim is a doctoral candidate in Educational Linguistics in Stanford University's School of Education. His work focuses on developing language and literacy skills in linguistic and cultural minority students. He is co-author of *Street Conscious Rap* (1999) and is currently teaching "Linguistics 74: The Language of Hip Hop Culture" at Stanford University. He can be reached at writealim@yahoo.com

Robert J. Dickey investigates the effectiveness of student self-assessments.



MAKING THE GRADE

Student self-assessment is a popular modern educational theme, highly regarded in much of the contemporary literature. This short investigation uses an element of the self-assessment tool-kit—student assessment of their own performance—to assess whether have reasonable expectations of their probable grades.

All teachers understand that students expect "a fair grade." I found myself wondering, however, if anyone in ELT is asking students what they think a fair grade would be. Much is made of the process of fairness: syllabi should be specific in assessment issues, students should receive frequent, timely and meaningful in-progress assessments, grades should reflect work done, and offer comparability between students. Most teachers resist mandatory grade distributions. Many suggest that perhaps not all students are created equal, and therefore should not be assessed the same.

But what about the product of the process, and the students?

How do the individual students feel about their grades? Is this grade what was expected? Would students have studied differently if they had realized "where they stood" days and weeks before final exams? What happens after grades come out? Student-generated teacher evaluations are typically conducted before final exams, which eliminates student opportunity for comprehensive comment on assessments.

Consultations with well-read colleagues and a quick search of some professional and academic journals on CDROM (*TESOL Journal, TESOL Quarterly, ELT Journal*) found nothing pertinent to this issue of student expectations on course grades. Perhaps it is more of a general pedagogy issue than TESOL?

Following up on the advice of Allwright and Bailey (1991) and countless others, I decided to plunge in with a small "classroom investigation." How well do my grade assessments match the students'?

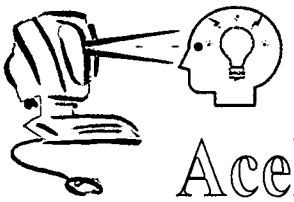
The class utilized for this investigation is "Intermediate English Conversation," for third year English majors and others with "higher interests and abilities in English Conversation." All freshmen and sophomores in Kyongju University are required to take two years of English during their first two years of school, this course builds on what better students from those courses are presumed to know. The course is open to students of all levels, there are no prerequisites or entrance exams. This particular class was held in the Spring of 2001, with 32 students receiving final grades.

This course is exempt from the university mandatory grading curve that typically results in GPAs from 2.5 to 3.3, where the available grades are A+=4.5, A=4.0, B+=3.5 ... D=1.0, and F=0. (No "minus" grades, and A+ is added.) F's are strongly discouraged, and no more than 10% of students may receive "unsatisfactory" grades of D+/D or F. However, there is a school policy: students who fail to attend 75% of class sessions receive Incomplete-F, which removes them from the grade calculations. I'm known as a "hard grader" in those classes where the curve applies, however, exempt courses are designed with more difficult than average learning objectives, and we therefore are encouraged to overshoot the mandatory curve.

It was an enjoyable elective class to teach, the students are generally fairly motivated (it is an elective course) and the class caters to their interests in chatting and pair-work/groupwork. The class cumulative GPA was 3.4. There were only two "straight"

continued p.34

Reading Improvement Software



☆☆☆☆☆
5 Star Award
Winning Software

AceReader® Pro

- **Pace Students' Eye Movement Using Tachistoscope Technology**
- **Assess Students' Current Reading Level**
- **Improve Students' Reading Speed & Comprehension**
- **Comprehension Tests, Drills & Games for Grades 1-12+**
- **Test Results are Logged & Graphed for Accountability**
- **Customize with Aid of Readability Formulas**
- **Network Reading Lab Version Available**

Patented Technology

FREE Demo: www.AceReader.com
Toll Free: 1-800-706-1199 ext. 06

MACQUARIE UNIVERSITY ~ SYDNEY

MACQUARIE UNIVERSITY~SYDNEY

POSTGRADUATE DEGREES IN APPLIED LINGUISTICS BY DISTANCE OR ON CAMPUS

The Department of Linguistics is home of the Australian National Centre for English Language Teaching and Research and four other research centres, and has over 600 current postgraduate students in over 30 countries.

- Rigorous and challenging programs
- Choose from Applied Linguistics, TESOL and Literacy strands at Masters and Diploma levels
- Mixed mode (on campus and distance) readily available
- Discussion lists linking distance and on-campus students
- Pay only for the units you take each semester
- Work at your own speed, taking from one to five units each semester
- No residence requirements for distance students
- Admissions twice-yearly
- Credit transfer available

D App Ling
M App Ling
PG Dip App Ling
PG Cert TESOL
Also available
PhD and MA (Hons)

Further details from:
lingdl@ling.mq.edu.au
Linguistics Postgraduate Office,
Macquarie University Sydney,
NSW 2109, Australia
Tel: +61 2 9850 9243
Fax: +61 2 9850 9352

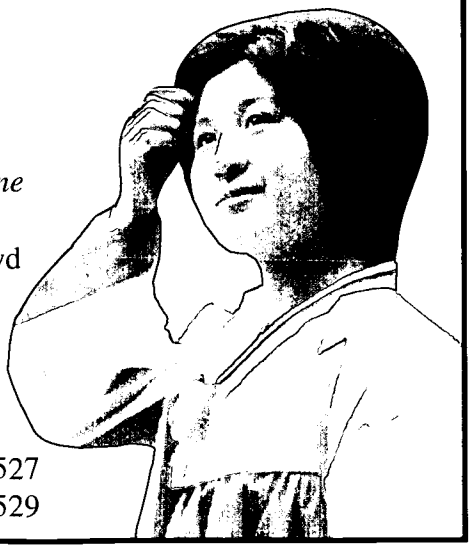


www.ling.mq.edu.au

Teach English in Korea!

Are you a native speaker of English?
Do you want to earn $1200-1500 a month?
Would you like to experience a new culture?

Language Magazine Recruitment assists reputable agents in finding teachers for schools throughout Korea. If you are interested in Korea teaching opportunities email your resume to recruitment@languagemagazine.com



Language Magazine
Recruitment
11271 Ventura Blvd
Suite 513
Studio City
CA 91604
USA

Tel: 818-763-8527
Fax: 818-763-8529

Subscribe to
Language magazine

Don't miss a single issue of ***Language***, the refreshingly different magazine for language professionals, school administrators and inquisitive minds.

12 Issues for Just $24.95

☒ **YES!** Start my annual subscription today!
☐ **$24.95 (U.S./Canada/Mexico/APO/AEO)**
☐ **$59.95 (All other countries)**
☐ **VISA** ☐ **M'CARD #** _____
EXPIRES_____ **Name** _____
Address _____
City _____ **State** _____ **Zip** _____
Tel:_____ **Signed** _____ **Date**_____

Send your subscription to: *Language*, 11271 Ventura Boulevard, Suite 513, Los Angeles, CA 91604 or log on to www.languagemagazine.com and subscribe via our secure online server

from p.32

Cs, no Ds or Fs (except those who failed to meet the course attendance requirements): A good class.

The midterm exams in my courses are graded with the same standards as the finals. The average midterm grade in most classes is about C, there are hardly ever more than 2 or 3 As. I do not award Fs in the midterm, as it would be pointless: students get the message with Cs and Ds. Typically, about 40% of the students get a D. Korean university students are infamous for their lack of study, but this problem typically rights itself the week after midterms, when marked exams are promptly returned and the test is discussed in class. This is a skills course, there is little to be memorized. The midterm shows the students the course objective in very real terms.

However, midterm grades count for only 10% of final course grades, while attendance and classroom participation each count for 20%. Final exams and ungraded homework assignments constitute the balance. Students are free to check the register for homework points at any time, and participation points, though subjective, are fairly obvious to most students. Final grades are posted on walls and, university website, which must include marks for each assessment component as listed in the syllabus. There is an appeals process prior to grade finalization, after provisional grades have been posted. Students do make appeals, and my grades have been adjusted upwards, sometimes merely by the skill in English the student displays (which they failed to do during the semester!).

There are two parts to the final exam in this course: a listening and written response test (LW), and several days later, one-to-one personal interviews with the instructor.

During the final course review session, four days before the LW exam, I asked students to write their realistic projections of their final course grades, which were immediately placed into an envelope, sealed, and given to the "Class Student Captain", where I promised they would remain until after grades had been unalterably finalized. (They did.) The students seemed willing to help in my "research about my teaching." Of the six students (out of 32) who failed to provide a grade projection, four of them were absent from that review session.

The LW test was uneventful. As always, immediately after, I asked students if it was easy, very easy, hard, very hard, or "about what they expected." As usual, the consensus was that it was "a little hard" (unlike the midterm, with roughly the same level of difficulty, which students find "much too hard").

Four days later, the personal interviews were held, where students were offered a chance to adjust their grade projections. Just after confirming their names, I asked "Do you think your final grade will be higher than, the same as, or lower than your guess before?" I believe a few students may not have understood well the question, and a few others may have forgotten their original projection. I made great efforts to distinguish this question from the test proper, but there was likely some stress-related interference. In a future investigation I would likely try to collect this data immediately after the LW test, but I'm not sure that data would be more reliable.

Prior to examining any data from this investigation, I arbitrarily decided to add half a grade (0.5) or deduct half a grade from initial projections, based on any adjustments.

The results of my investigation were as follows:

1. With inclusion of the adjustment process, no student under-estimated their final grade; i.e., no student received a better final course grade than they had predicted. Five students under-projected initially, each by only a half-grade. Their final grades were 2 B, 1 B+, 2 A+, for a final grade average of 3.7, well above the final GPA of 3.3 for those who projected. Their adjustments created a "perfect match" between expectation and actual final score.

TABLE 1

Intermediate English Conversation
A designated Jr. Year Course
1st Semester, 2001

School	Prelim Year	Pre-Int'v. Project'n	Final Adjustm't	Grade
	2	3	0.5	3
	2	4	0.5	4.5
	2	3	0.5	2
	3	4	0.5	2.5
	3	4	0.5	3.5
	3	4.5	0.5	4.5
	3	4	0.5	4
	3	3.5	0.5	3
	3	2.5	0.5	3
	3	3	0.5	3.5
	3	4	0.5	3.5
	3	3.5	0.5	3
	3	3.5	0.5	3.5
	3	2.5	0.5	3
	3	4.5	0.5	3
	4	4	0.5	4.5
	4	4.5	0.5	4.5
	4	4.5	0.5	4
	4	3.5	0.5	2.5
	4	4	--	4
	3	2.5	--	2.5
	3	2.5	--	2.5
	3	2.5	--	2.5
	3	4	--	4
	3	3	--	2
	3	3.5	--	3.5
Proj. Students N =		26		
Proj. GPA		3.53		3.30
Adj. Students N =		19		
Adj. GPA		3.68		3.42
Full Class N =		32		
GPA				3.40

● Footnote 1: these adjustments disregarded as no initial projection was offered.

2. Every student who offered a projection adjustment anticipated that their final grade would be better than they had originally projected. Seven students chose not to respond. Six of those seven had projected their final grade precisely, one had over-estimated by one full letter grade. (86% accuracy, avg. error of only 0.14 grade points) The GPAs of these who chose not to adjust their projection (3.14 Proj., 3.0 Final) is considerably lower than those who both projected and adjusted (3.68 Proj., 3.42 Final). This lack of a projection adjustment may reflect a lack of confidence after taking the first exam.

3. Every student who adjusted his or her grade, adjusted upwards ("+"). There is some question as to the validity of these adjustments, as several students who rated themselves as A+ in the initial projection also raised their expectations after the first test (adjustment phase).

4. Unsurprisingly, there appears to be a high degree of correlation between students with high final grades and the level of accuracy in projections. Of the eight students receiving A+ or A, only one over-projected the first grade, though a number of them erroneously adjusted their projections to the next higher grade (including 3 who initially projected A+: one got "only" an A).

5. Sophomores' grades were lower, and greater than average deviation between projected and final grades. Seniors' grades were higher, less deviation. Is this difference in deviation based on "school experience" or English competency? This is unrelated to my initial question, but worthy of further consideration.

6. Much has been written about the advantages of student self-assessment. This investigation raises doubts about the weight self-assessment should be granted in the total grade assessment process, since it appears lower-grades over-rate their performance, which is always the fear of utilizing self-assessments.

Conclusion: In higher and medium performing students there is generally much similarity in perception of grades, but I need to work harder at helping the lower-performing students realize how much further they need to progress. However, this is, essentially, only a 6-tier grading system, there may be more problems with more grade options. ■

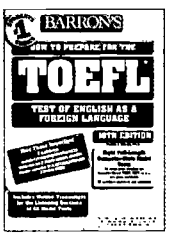
References: Allwright, D. & Bailey, K. (1991). *Focus on the Classroom.* Cambridge: Cambridge University Press.

Robert Dickey has been teaching in Korea since 1994, at the university level since 1995. He is an Assistant Professor within the School of Foreign Languages & Tourism at Kyongju University in South Korea. His research interests include professional ethics and "low tech teaching." He presently serves as President of Korea TESOL, a local affiliate of both TESOL International and IATEFL.

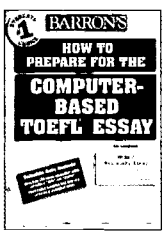
Preparing Students for the TOEFL

The quest for a passing TOEFL (Test of English as Foreign Language) score has engaged thousands of ESL/EFL students (and their teachers) around the world. Although many teachers are not big fans of standardized testing, the TOEFL has proved to be a valuable tool in assessing a student's level of English proficiency prior to attendance at an American university. Here, **Vicky Kyriakakou** surveys some of the TOEFL test prep materials currently on the market.

The market is saturated with TOEFL test preparation materials. Teachers and students are forced to choose from hundreds of books, tapes, CDs, cassettes and packages. To avoid drowning in this flood of materials, I confined the survey to recently published and/or exceptional materials. I spoke to 30 teachers and 17 students based in Asia (Korea, Taiwan, Japan and Thailand) and the U.S. (California, New York and Florida).

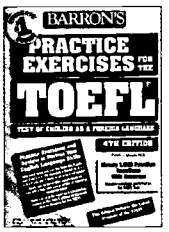


Barron's How To Prepare For the TOEFL ($34.95 w/CD ROM)
Barron's current edition—the 10th—of the Test of English as a Foreign Language test prep manual is now available with a brand new CD-ROM presenting eight model exams and a completely up-to-date computer adaptive exam.

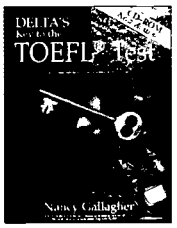


Barron's How to Prepare for the Computer-Based TOEFL Essay ($14.95)
Students taking the CBT TOEFL must submit a written essay that counts toward approximately 50% of their structure score. This manual offers intensive preparation for this important task.
Comments: This book is highly regarded by students and teachers alike. "In my opinion," said one student, "you can write an outstanding essay if you follow the instructions in the book."

Barron's Practice Exercises for the TOEFL ($29.95)
This workbook contains 1000 review questions to help students improve their English in all areas required for success on the TOEFL. These include listening, language structure, reading, and writing.



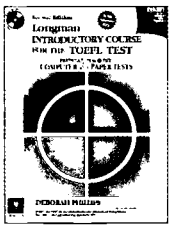
Comments: Students found this book useful although some felt that the questions were a little too "easy."
Cracking the TOEFL with CD ROM (Princeton Review) ($30)
This book includes a full-length simulated TOEFL exam, plus an audio CD with listening exercises.
Comments: Although some teachers said this book was quite useful, most felt that there was not enough material to prepare students for what they will encounter on the TOEFL, especially grammar.



Delta's Key to the TOEFL Test ($19.95)
A comprehensive TOEFL preparation course that covers both the computerized TOEFL and the traditional paper-based test. Five cassettes are available ($29.95) along with a CD ROM ($19.95).
Comments: Teachers using this new book report that students appreciated its user-friendly format. There are enough practice exercises to keep them busy but one teacher recommended using this value-for-money book in tandem with the POWERPREP software (see below) so that students would have enough practice tests.



Longman Complete Course for the TOEFL Test ($60.14 for the complete Kit)
Focusing on skill-building practice for more advanced students, this multimedia TOEFL course now helps students prepare for both the paper and the computer versions of the TOEFL test. A book and CD ROM are available with or without an Answer Key along with audio cassettes, audio CDs and a Bonus Test CD Rom.
Comments: Teachers and students agreed that this Kit is an excellent resource for TOEFL practice. It has practice, answers, scoring tables, scripts for the listening sections, and a demo version of the computer TOEFL. One teacher from San Francisco said, "These materials are essential if you really want to raise your TOEFL score. You can review your questions, read explanations of the questions, read the scripts of the talks, and so much more."



Longman Introductory Course for the TOEFL Test ($60.14 for the complete Kit)
Designed to help intermediate students prepare for both the paper and computer versions of the TOEFL, the Longman Introductory Course for the TOEFL Test, Second Edition, is appropriate for use as a primary test preparation text, as a supplement to general courses, or as a self-study aid. There is a Student Book, CD ROM and optional Answer Key. A User's Guide, audio cassettes and audio CDs are also available.
Comments: This new edition of an already popular package was a hit among intermediate students and their teachers.
POWERPREP Software (Educational Testing Service) ($29.95)
TOEFL test preparation materials containing authentic test questions.
Comments: Teachers and students were enthusiastic about this CD Rom because it replicated the TOEFL test so accurately. Students using the POWERPREP program should get a good idea of how they will score on the actual test.
Power TOEFL CDROM Deluxe ($99)
It contains an overview of the Computer-Based TOEFL Test including three full multimedia practice tests and a workbook.

continued bottom p.36

ERIC Full Text Provided by ERIC

429 BEST COPY AVAILABLE



Terrorists Fail To Quell Demand For Study Abroad

In an online survey recently conducted by the Institute of International Education (IIE), 97% of the 600 international education professionals responding said that international education exchange was regarded as more important or equally as important on their campuses in the aftermath of September 11.

The survey also suggests that most American students are going ahead with their plans to study abroad and very few international students are dropping out of their US study programs to return home in the wake of the September 11 terrorist attacks.

"The exchange of knowledge and ideas between American citizens and the people of other nations is vital to American higher education and to the prospect of creating a peaceful, more secure world," said Allan E. Goodman, IIE's president and CEO. "With

TESTING

from p.35

"We teach a TOEFL Preparation course every semester. We alternate between several texts including Heinle & Heinle's Complete Guide to the TOEFL Test, Longman's Preparation Guide for the TOEFL Test, and Delta's Key to the TOEFL Test. All work well."

- Helen Kallenbach Director, Sonoma State American Language Institute Sonoma State University

from p.35

Comments: Although teachers thought the content excellent, many students complained that the software is not user-friendly.

TOEFL CBT (Kaplan Educational Centers) ($30)
Kaplan's TOEFL CBT Exam with CD-ROM combines a complete simulated computer-based test experience with a comprehensive review of all the tested material.
Comments: Teachers and students were unanimous in their dislike of this book. Most felt it was "too short" while others said it was "not trustworthy" or even "awful."

TOEFL Mastery for the CBT (American Language Academy) ($48.50)
TOEFL Mastery for the CBT is a software package which prepares ESL students for the TOEFL and helps them increase their test scores.
Comments: Students really enjoyed using the TOEFL Mastery package when preparing for the exam, especially the random generation of listening and structure questions. There are explanations for incorrect answers only.

TOEFL Test Preparation Kit (Educational Testing Service) ($47)
This book provides 14 hours of practice materials with 980 questions from previously administered TOEFL tests. There are four audio cassettes and the TOEFL Sampler CD-ROM.
Comments: This kit provides plenty of material for the TOEFL student but be aware that it does not deal with the computer-based test. One student from Thailand reported that the "question and answer choices in this book are very clear" but wished that the publishers had placed more emphasis on explanations for the right answers. ■

Vicky Kyriakakou is a freelance journalist.

our nation's international education policy being held up to scrutiny in Congress, campuses examining the future of their programs, and crucial decisions being made by students and their families every day, we felt it was important to get a quick but far-reaching view of the impact of current world events on students who are studying outside of their own countries."

According to Dr. Goodman, "The student advisors, program providers and other have overwhelmingly indicated that their experience indicates that interest in both study abroad by American students and study in the US by international students has remained strong, and is likely to do so in the coming year. This is welcome news, because we believe this is a time when our world needs more international exchange, not less.

The terrorists wish to close our minds, our borders and our markets to the rest of the world, and we must make sure they do not succeed."

Asked about international students who were studying in the United States, 69% of the respondents said that they had seen no noticeable change from pre-September 11 enrollment levels, and an additional 28% stated that only a few - less than 10% -- of the international students on their campus or program had decided to leave their programs early and return home, in response to concerns about security. When asked about students who had not yet arrived on campus as of September 11 to begin the new academic year, 93% said that few or none changed their plans and decided not to attend after the attacks.

> "Interest in both study abroad by American students and study in the US by international students has remained strong, and is likely to do so in the coming year."

Reporting on their American students who were studying abroad or planning to study abroad for the fall term, 91% reported that 90% or more of their students had gone ahead with their study abroad plans. Five percent of respondents estimated that some (11-30%) of their students who had planned to study abroad had canceled their plans, and two percent said that a substantial number (more than 30% of the students) had canceled.

Looking ahead to project the impact on future study abroad plans, approximately two-thirds of the educators reported that interest in study abroad had either continued to increase or remained the same on their campus despite recent events. Nineteen percent reported a slight decline in applications or requests for information for future terms, while 9% saw some decline and 2% saw a substantial (greater than 30%) decline.

These figures support anecdotal reports that a small number of programs to certain locations have been canceled or have seen students withdraw. Programs that were canceled were concentrated in areas where there have been substantial public demonstrations against the U.S. such as in the Middle East, South Asia, and Indonesia. But the majority of programs are continuing as scheduled, albeit with a careful examination of security and emergency procedures. ■

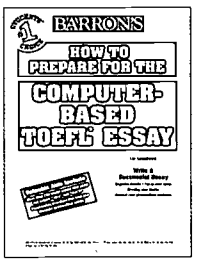
Look first to Barron's for ESL/EFL test preparation and more

Up-to-date, and reflecting the most recent actual tests, Barron's manuals, audiocassettes, compact discs, CD-ROMs, and other English-language teaching materials prepare students to excel. Experienced educators and students know it's smart to look first to Barron's for the best in ESL/EFL learning tools.

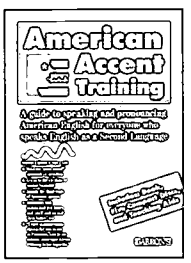


How to Prepare for the TOEFL®, 10th Ed.
Pamela J. Sharpe, Ph.D.
Here is comprehensive preparation for the Test of English as a Foreign Language. Choose Barron's test preparation manual according to any of these three options:
- The test preparation manual (book only)
- Book with compact discs
- The book with a CD-ROM

The manual contains eight full-length model TOEFL exams, while the optional book and compact disc package provides the audio for Listening Comprehension sections of all tests in the manual. The optional CD-ROM presents a practice TOEFL exam in a computer-adaptive format, which is exactly the way the actual test is given. Audio versions of Listening Comprehension preparation can also be purchased separately.
- Book only: Paperback, 660 pp., **ISBN 0-7641-1766-1, $14.95**
- Book w/CD-ROM: **ISBN 0-7641-7500-9, $34.95**
- Book w/Compact Discs (audio only): **ISBN 0-7641-7467-3, $29.95**



How to Prepare for the Computer-Based TOEFL® Essay
Lin Lougheed
The TOEFL written essay counts for approximately 50% of the test taker's final grade. Here's instruction in organizing essay ideas, then developing the theme in clear, fluent, grammatical English.
Paperback, 240 pp., **ISBN 0-7641-1479-4, $14.95**



American Accent Training, 2nd Ed.
Ann Cook
Here's an unusual and effective approach to learning the rhythms and correct pronunciation of spoken American English. An instruction book comes with 5 compact discs and other learning aids to help ESL students master American speech patterns. Paperback, 162 pp., with 5 CDs in vinyl album
ISBN 0-7641-7369-3, $39.95

BARRON'S

Barron's Educational Series, Inc.
250 Wireless Blvd., Hauppauge, NY 11788
Available at all bookstores or order Toll-free: 1-800-645-3476
Visit us at our Website: **www.barronseduc.com**

Getting the Most Out of Immersion Courses

Dan Ward offers advice on getting the most out of short-term immersion programs.



The New York Times Magazine recently ran a feature by Margaret Talbot, a senior fellow at the New America Foundation, arguing that the rise of multiculturalism during the 80's and 90's contributed to the lack of emphasis in the US on foreign language learning and study abroad. Although some may disagree with this hypothesis, there is a general consensus with Talbot's ensuing point that ignorance of foreign languages and cultures makes America more vulnerable to external threats. If this is the case, the required resources should be made available to encourage study abroad at every opportunity, however, the reality, as Talbot points out , is that study abroad stays have become shorter over the last decade due to economic exigencies.

Of course, the longer students spendabroad the more chance they have to improve their language skills, but this pattern is not going to change overnight, so the challenge is to make the most of the time abroad, whatever the length of time.

Who Will Benefit The Most?

Although nearly all students will benefit from an immersion program, it is generally accepted that students should have a basic grounding in the destination language if they are to receive maximum benefit, especially on short programs. Absolute beginners need more than a few weeks to overcome the initial linguistic barriers.

Degrees Of Immersion

The idea is for students to be immersed in the destination language as much as possible, so, ideally, students would be separated and placed in their own indigenous community. The reality is pretty different - students want to be with their friends. As long as they have plenty of opportunities to interact with locals, this should not be a problem. Check the percentage of foreign students at the institutions you are considering and ask about any activities which integrate foreign students with local students. Some institutions allow foreign students to attend classes intended for local students, which can be t way for more confident students to engage with the community.

Another option, particularly for younger students, is to stay with host families, which gives students an automatic entry into immersion, but make sure that the families are properly checked by the school.

Where To Go

Choosing between a major city and a more rural location should also be taken into account. Cities may seem to offer more opportunities for integration, but smaller communities may be more suitable for short-term programs, especially with younger groups, as students will gain more confidence in less daunting surroundings. In the end, the choice of destination comes down to personal preferences, costs and the institutions providing the courses. If you do not have personal experience of a particular destination or good contacts there, the best bet is to heed the advice of a reputable study abroad agency.

Choosing A Course

Probably the easiest course of action is to contact an agency specializing in study abroad, which can organize the whole package, provide advice and support during the program. Agencies may cost slightly more in the end, but they can avoid many of the headaches involved.

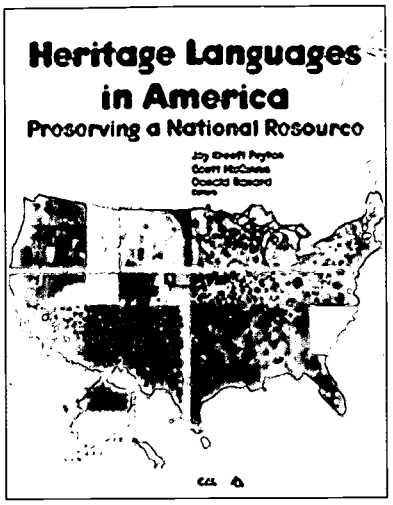
You can also try contacting universities and university consortia- a number of American universities have developed close relationships with overseas institutions to provide great programs, some of which are open to high school students during the summer.

Finally, you can go direct to the school or college, which may create more work for you, but it does have the advantage of direct contact with the course providers. Should you choose the direct route, make sure that the school is approved by the state or other recognition scheme, for example a state approval number in Mexico or membership of the CEELE quality control scheme in Spain.

It has often been said that the only way to learn a language is to live it, and, although there are people who manage to acquire fluency in a language without ever visiting the country where it is spoken, for the vast majority of us mere mortals, the key to fluency is the necessity of having to communicate, which means immersion. Enormous progress can be achieved within a very short period of time, as long as the opportunity for immersion is maximized. ■

See www.languagemagazine.com/spanimm for details of Spanish Immersion Programs

PRESERVING THE HERITAGE



Heritage Languages in America: Preserving a National Resource
Joy Kreeft Peyton, Donald A. Ranard, Scott McGinnis (eds.). Center for Applied Linguistics and Delta Systems, McHenry, IL, 2001 $20.95

IN 1998 the National Foreign Language Center and the Center for Applied Linguistics launched a Heritage Languages Initiative. In October 1999 a First National Conference on Heritage Languages in America was held in Long Beach, California, from which the book *Heritage Languages in America: Preserving a National Resource* was developed.

Heritage languages include indigenous, colonial, and immigrant languages, and the conference proceedings has sections on defining the field, shaping the field, educational issues, and research and practice. It concludes with a call to action section. Contributors include leaders in the field such as James Alatis, Joshua Fishman, Scott McGinnis, and Guadalupe Valdés, and the papers are written for a wide audience, including community leaders, teachers, and researchers. The contributors find that the survival of heritage languages in the United States faces many obstacles, not the least of which are an ethnocentric English-only mentality and a lack of teachers and educational materials.

The focus is on heritage languages in the United States where past policies toward non-English languages usually meant a lukewarm tolerance, except in special negative cases such as German during World War I and American Indian languages throughout most of the nineteenth and twentieth centuries. Policies have changed, especially toward American Indian languages with the passage of the 1990 Native American Languages Act, but policies are no substitute for community efforts to keep heritage languages from dying out in the US. Today, colonial and immigrant languages are mainly kept alive by new immigrants, and indigenous languages lack even that option.

Currently, heritage language education is increasingly involved with formal education systems, public and private, and students are developing increasingly positive attitudes toward their ancestral languages. Also, we have access to better language teaching methods, and the new global economy's need for multilingual "language competent" workers is spurring language education. This need can be seen in the US by the fact that in the Netherlands the average number of languages spoken by business executives is 3.9 and in Japan it's 2.6, but it's only 1.5 in the US. In addition, the current problems with terrorism and in Afghanistan point to the need for speakers fluent in many languages in intelligence, investigative, military, and other professions.

The most compelling reason for promoting heritage languages is to help build strong healthy families and communities. Fishman identified in the United States 1,885 ethnic community schools in the 1960s, and 6,553 in the 1980s, involving 145 languages, of which 91 were Amerindian. Many schools were associated with churches, mosques, synagogues, or temples and included day schools, boarding schools, and evening schools. In addition there are 550 radio stations broadcasting in Spanish and satellite technology brings in more than 50 languages from around the world.

While it is a hopeful sign that now one-third of elementary schools offer foreign language instruction and the number of students increased 10% between 1987 and 1997, traditional school and university language classes do not produce high levels of fluency in most students. Increasingly, some type of immersion program is seen as the only viable way to develop fluency.

Heritage language speakers tend to have better oral than literacy skills though heritage language learners might have only the slightest knowledge of the ancestral language they want to recover, and they often speak a non-prestige variety of their heritage language associated with their family's social class. Importing teachers from the home countries of these languages can backfire, especially if they promote the standard dialect of the language at the expense of the local dialect and don't know the culture of their students.

Heritage language efforts need to be community-based and are integral to giving students a link to their past, including cultural heroes, as a co-requisite to positive identity formation. These efforts need long term commitment starting in the home and reaching through childcare, preschool, school, and university as in the Maori and Hawaiian model. This model does not restrict participants to learners with a personal (ethnic) connection to the language, uses the heritage language as a language of instruction, and uses the university to expand the base of trained teachers and help produce culturally appropriate teaching materials. The first class of students educated in the Hawaiian language with English taught as a "second" language graduated from high school in 1999.

It is unrealistic to expect some heritage languages to be widely taught, but there can be a focus on them in some specific geographical areas, perhaps with "sister city" type connections where possible to the homelands of these languages. While there is a need for cultural boundaries to provide a fertile environment to keep heritage languages alive, there is no need for exaggerated ethnocentrism or ethnic encapsulation. Heritage language programs need in the US to be additive "English Plus" programs that produce fully bilingual graduates. In fact, immigrants want to learn English and are learning it faster than ever.

While English is critical, any heritage language program must compensate for its prestige, status, and dominance. Often, to obtain full bilingualism, the heritage language needs to dominate in the school in order to counteract for the strong pull of English, especially among adolescents who are tapped into the popular culture of music and movies. In addition, while the standard variety of colonial and immigrant languages need to be taught, the local colloquial variety must not be ignored and devalued.

The bottom line of this book is that heritage languages have historically been under-supported as valuable family and national resources. It envisions a multilingual nation and calls for a national campaign to "Say yes to languages." ■

Jon Reyhner, Associate Professor of Bilingual Multicultural Education, Northern Arizona University, Flagstaff, Arizona.

A SOLID LEARNER GUIDE

Learner English: A Teacher's Guide to Interference and Other Problems
Michael Swan and Bernard Smith (eds.)
Cambridge University Press, 2001
362 pp. $24.95, Cassette $22.95, CD $22.95

ESL IS CURRENTLY taking the place of bilingual education in areas of the U.S. with large non-native-speaker populations; thus, elementary and secondary ESL classes are growing as is the need for ESL teachers. Teachers trained in bilingual education with speakers of one language (such as Spanish or Vietnamese) may now find themselves face-to-face with students from a variety of language backgrounds in the same classrooms. Even at the post-secondary and graduate levels, ESL classrooms are becoming more diverse due to increased opportunities for internationals to study abroad. The second edition of *Learner English*, therefore, comes at an ideal time.

Michael Swan and Bernard Smith's edited volume consists of twenty-two chapters, each of which addresses the difficulties speakers of a certain language may have with English. Similarities and differences between students' L1s and English are presented with respect to phonology, stress/intonation, morphology, syntax, and even punctuation conventions. Such grammatical variables as a language's relative preference for tense or aspect, modality, gender, and it/there constructions are considered. The authors point out that, in some cases, similarities between a student's L1 and English can cause as many difficulties as differences, due to students' tendencies to attribute incorrectly characteristics of the L1 to English. In many cases, very helpful sociolinguistic factors are discussed. For example, the tendency of Koreans to speak in a monotone can lead English speakers to conclude they are bored, while to Korean students, our stress and intonation patterns seem exaggerated. Even the influence of L1 grammar on a student's English can lead to misunderstandings on the part of the English instructor, who may sense that a student is being abrupt, or even rude, simply because s/he is transferring an L1 grammatical convention to English, as in the case of Dutch speakers with tags, short answers, and reply questions (pp. 6-7). The paperback book is intended to be used with an audiocassette or CD. The audio portion includes speakers of each language reading a picture-strip introduction and continuing in their own words, reading a shopping list, and giving brief autobiographical information. These spoken passages provide examples of phonological and syntactic difficulties students may have. The text is geared toward British-English-speakers, primarily as regards phonology but also syntax and punctuation; however, a brief note to American instructors is included. It seems assumed that instructors who speak Canadian or Australian English or other varieties will be able to adapt the text for their use.

Some of the chapters are more comprehensive than others, and hence more informative. It is of little use simply to describe errors speakers of an L1 will make with no explanation of why they make such errors or how they may be addressed. Some chapters fall into this pattern; furthermore, transfer phenomena are sometimes explained without examples. This lack of specificity makes certain points difficult to understand. However, the stronger chapters are very thorough and attempt to explain not just the transfer difficulties but their origins as well as potential remedies. This information would be particularly important for instructors working with older students who can understand metalinguistic explanations and use them to advance their language development.

As an experienced ESL instructor and teacher educator, I learned new information from *Learner English* and am eager to use it in the classroom with both ESL students and graduate students in TESOL. I passed the book around a graduate class and it was greeted with enthusiasm by current and future ESL teachers. It is written in language accessible to teachers and consciously avoids esoteric terms and jargon. Overall, this is a valuable resource.

Madeleine Youmans, Ph.D., is an assistant Professor of English and director of the ESL Program and the Graduate TESOL Certificate Program at the University of Alabama in Huntsville. She teaches graduate courses to future ESL instructors as well as ESL at both the graduate and undergraduate levels.

A VOICE OF REASON

Multicultural voices in contemporary literature: A resource for teachers **(2nd ed.) Day, Francis Ann. (1999). New Hampshire: Heinemann. 282 pages.**
ISBN: 0-325-00130-8. $$27.50

THE RESOURCE guide is intended for teachers, librarians, students, and parents to be used as a reference for identifying and integrating multicultural literature into the classroom, library, or home library. The book features a vast selection of multicultural authors and illustrators. Each author is introduced in a biographical text that provides for the reader to explore the writer, his/her life experience and purpose for writing; thus the authors are presented as authentic storytellers whose work can be seen as expressive examples of multicultural diversity in literature. Each illustrator is referenced in the Illustrator Index at the back of the book with a listing of book titles under which the illustrations are found. Another valuable feature of the book is that it offers guidance about how to evaluate children's for bias. The book review selections embody bias-sensitive contemporary literature with stories that feature girls, women, and ethnic groups that have commonly been excluded from mainstream literature.

Part Two encompasses the focal point of the book–the authors and their stories. The unique features of the authors segment are the short bibliographies of the works written by each author, a list of the universal themes expressed in the stories, the target age group of readers, and suggestions for the classroom that are designed to provoke introspection, discussion, writing, and art activities. The author's voices represent various cultural experiences, for example, Mexican-American, Black and African-American, Cuban-American, Korean-American, Japanese-American, Chinese-American, Jewish-American, and Native-American cultures representing Navajo, Abenake, Ojibway/Chippewa, Lakota and Plains Cree Canadian people. The literature offers relevant subject matter such as history, archaeology, science, and technology; societal concerns such as drug abuse, alcoholism, adoption, animal rights, civil rights, divorce, disabilities; and familial themes such as father-daughter and father-son relationships, as well as those with grandparents and aunts.

The appendices at the end of the guide include a suggestion for a multicultural education program assessment plan, optional activities to introduce into the classroom, a calendar of multicultural events and holidays, and a listing of alternate resources for teachers, librarians, and parents. The book concludes with an illustrator index and a quick reference index for title and subject/topic categories.

This versatile guide offers options for the teacher of any experience level who wants a single reference source for selecting reading material appropriate in a heterogeneous or homogeneous classroom. Teachers, librarians, students and parents should appreciate the resource guide with its recommendations of excellent selections for reading. ■

Carmen Gaeta-Martinez, M.A. student, California State Polytechnic University, Pomona.

"CELT is a crash course on how to teach English professionally at home, mingle with natives overseas, or a potential business plan for budding teaching entrepreneurs."

- Steven Donahue, Professor of ESL, Broward Community College, FL

The Definitive Guide



Careers in English Language Training (CELT) is the new reference for prospective English as Second or Foreign Language teachers. Anyone from students to early retirees looking for a fulfilling career or a means of traveling the world will get all the answers by reading this practical handbook.

WHY *CELT* SHOULD BE IN YOUR LIBRARY

It explains how to get a job in an exciting, expanding, international employment sector -

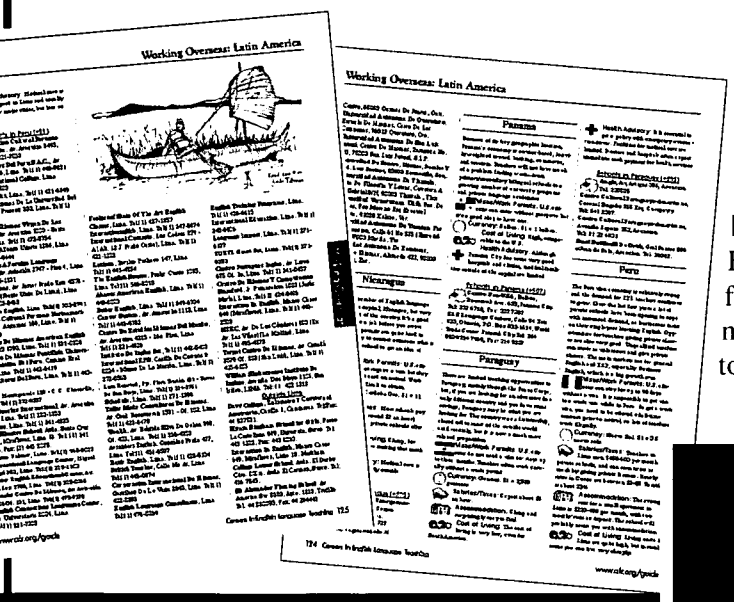
Increased demand for the English language will create over a million jobs for Americans in the next five years. Most of these jobs will be for teachers in the US and overseas. English is even more important for employment in a slowing economy. *From certificates to doctorates, CELT provides an independent guide to the different types of course available, so readers can choose which course is right for them.*

More than 40% of adult education in the U.S. is teaching English as a Second Language (ESL). At the K12-level, demand for teachers is also increasing. In the President's 'No Child Left Behind' Education Plan the message is clear – "states and school districts will be held accountable for making annual increases in English proficiency."

CELT explains how to get jobs in schools and colleges, both public and private, and provides all the different State certification requirements, so readers can get a job in the State of their choice.

Global demand for English is greater than ever!

CELT covers employment and living in over 120 countries with contact details of THOUSANDS of employers looking for teachers, prospects, visas, work permits, expected salaries, taxes and cost of living information.



It's easy-to-use -

CELT provides this information in a clear and concise format, explains what actions to take and gives all the contacts needed.

It's from the experts -

From the publishers of *American Language Review*, experts in their field. ALR has established itself as America's leading language magazine by confronting the key language issues facing the world today. (For a sample issue, email: subscriptions@alr.org)

Careers in English Language Teaching (CELT)	
Publication Date:	**April 2001**
Price:	**$24.95**
Binding:	**Paperback Original**
Pages:	**240**
ISBN:	**0-9678356-1-5**
Publisher:	**American Language Press**

To Order, Contact

QUALITY BOOKS 1-800-323-4241

NBN/Biblio 1-800-462-6420

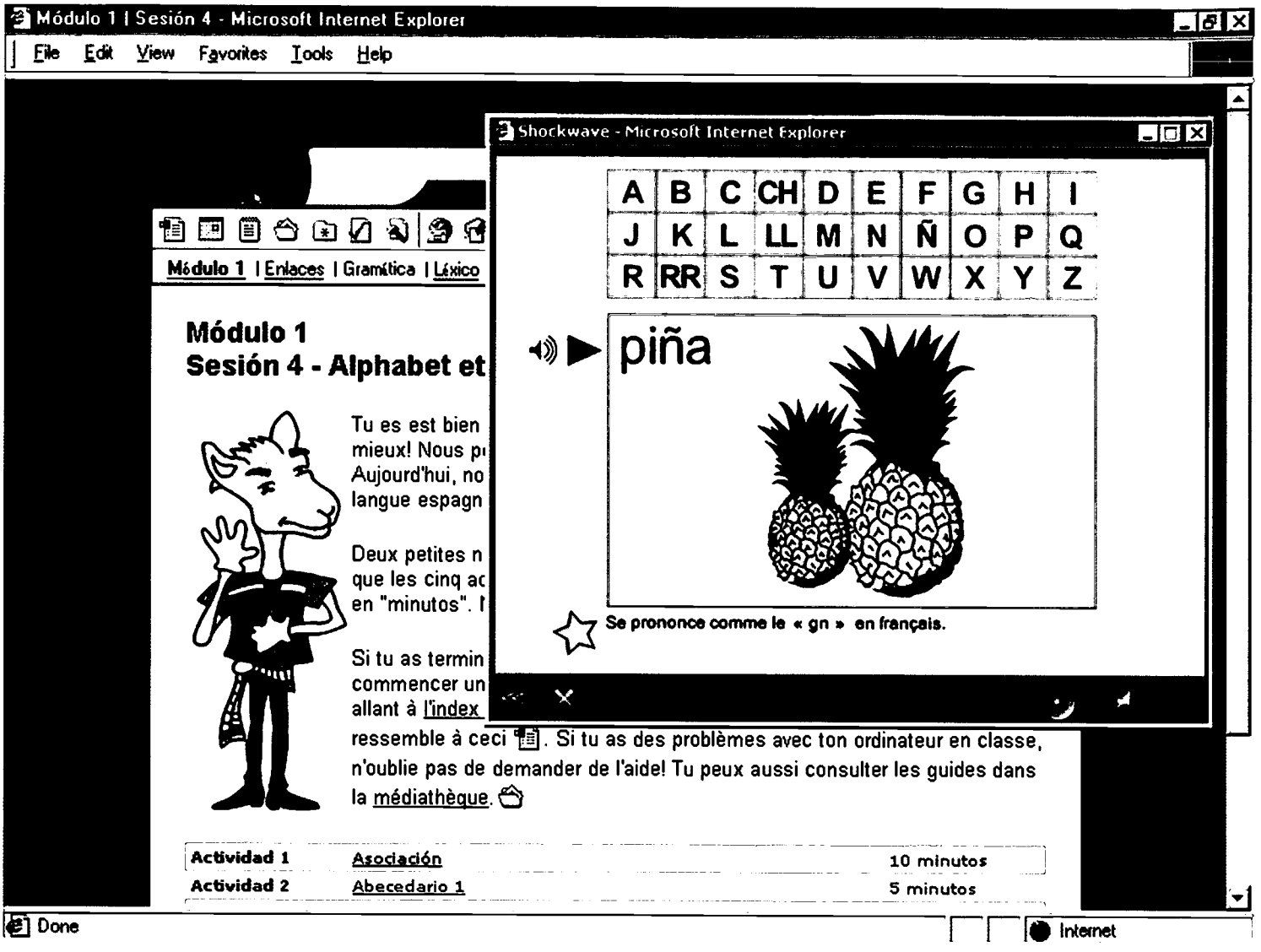
OR

American Language Press

11271 Ventura Blvd, Suite 513, Studio City CA 91604, USA

Tel: (818) 763 8527, Fax: (818) 763 8529,

Web: www.languagemagazine.com



Getting to Third

Françoise Roy describes how an online learning project in Canada is enabling students with proficiency in two languages to acquire ability in a third tongue.

New Brunswick, an Eastern Canadian province about the size of Maine, has recently launched an unparalleled language opportunity for students. From September, an on-line Spanish course is being offered in Anglophone and Francophone high schools throughout the province. Introductory Spanish is one of at least 26 optional courses to be delivered to high schools this year using distance education technology. This is a two-fold increase in one year. Since Spanish is the second-most widely spoken language in the Americas and is one of the four most spoken languages in the world, the government of New Brunswick felt that providing young people with the opportunity to gain knowledge of a third language, while learning about the culture of Hispanic people in the Americas, would build on the linguistic advantage it now has over competitors. New Brunswick is the only officially bilingual province in Canada, where approximately 35% of the population is French-speaking and the rest is Anglophone and First Nation people. This was also a strategic initiative considering the economies of North, Central and South America have become progressively intertwined.

This introductory course, the first of its kind in Canada, focuses on the development of language skills that enable students to understand, express and manage basic oral and written Spanish using the communication/experiential approach. Through various information technology applications, this tailor-made course promotes the exploration and acquisition of Spanish as a mode of communication. The main goal was to create as natural a learning environment as possible. Course content is available via a Web browser. Interactive audio allows the

Step Into A New World of Learning To Read

Designed for use with all age groups to improve reading skills, AceReader Pro from StepWare is actually three tools in one:

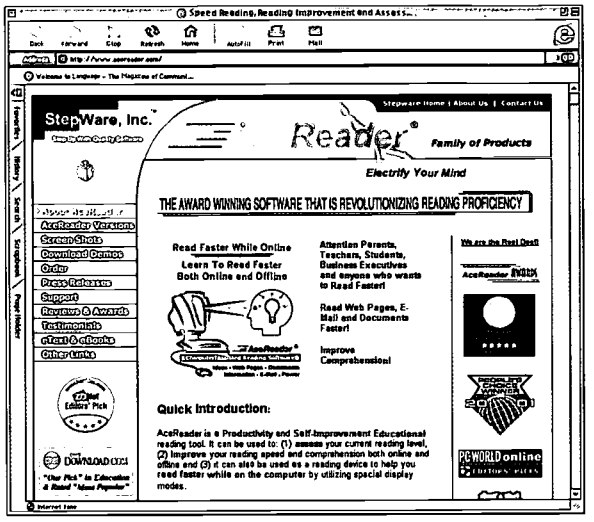
(1) It can be used as a Reading Assessment Tool to determine and track your students reading levels;

(2) It can also be a Reading Improvement Training Tool to help students improve their online and offline reading skills and;

(3) It can be used as an Online Reader to help students train and read more efficiently while online.

There are Comprehension Tests, Drills and Games for grades 1-12 as well as for adult learners. Drills will automatically adjust training speed relative to personal reading ability. Test results are logged and graphed for accountability. You can customize your own hotkeys, create your own preset option settings, Comprehension Test Editor, Drill Editor, spell checker and readability analysis tool (to help determine grade level of text).

Three versions of this product are available: (1) AceReader Pro, (2) AceReader Pro Deluxe and (3) AceReader Pro Deluxe Network. The Deluxe version is recommended if you want the Test Editor, Readability Statistics or if more than one person will be training on the product in a non-networked environment. The Deluxe Network version is designed for reading lab and networked computer environments. It can be installed on individual computers or on a network. If installed on a network, students do not need to sit in front of the same computer for each session and teachers can monitor the progress of the students from any computer on the network. Central administration functions allow teachers to view graphical and statistical comprehension test results for all students. Teacher administration functions include: User Management, Custom Options Management, Drill Text Management, Drill Management and Comprehension Test Management.



One special feature worth emphasizing it that the Built-In Editors have a "Readability Analysis Tool" that will help determine the grade level of text.

It can be very helpful for teachers that are creating new Drill Text and Comprehension Tests. The product does come with its own sets of Drills and Comprehension Tests that are grade leveled for grades 1-12 plus adult, but the Editors allow you to create your own Drills and Comprehension Tests. ■

distance teacher and students to interact in real-time as required in a virtual classroom. Learners can take advantage of advanced presentations that this medium offers, such as: sound, images, videos and animations. Activities and tasks enable learners to build language acquisition and enrich that experience.

The ability to offer Spanish online to students in the province allows for rural schools that either did not have a sufficient number of students registered, or sufficient human resources to deliver the course, to participate in the course. This increases the reach and bridges the opportunity gap between larger and smaller schools.

Jacinthe Robichaud, assistant director of E-Learning at the New Brunswick Department of Education explains that learning a language involves active student participation. The design of the course, combined with innovative e-learning applications, encourages regular interaction and communication among classmates throughout the province. "The wonderful thing about e-learning is that it is very conducive to building learning communities where students work collaboratively and draw from each others' knowledge. Also, e-learning allows for a greater number of learning objects and is adaptable to all learning styles." In addition, students have daily access to their distance teacher and their local facilitator who interacts with students on a daily basis. Through e-mail and chats, students can ask questions, send ideas and receive feedback.

Harold Jarche, Chief Learning Officer of Theorix, the company that created the course's asynchronous learning platform, agrees with Ms. Robichaud. "Learning objects are reusable. You can build something once and use it in different ways to suit various learning styles." He also adds that this project has taken full advantage of one of the system's unique features.
"From our perspective, one of the most interesting aspects of this project is the very wise application of the real time bilingual capability of our system."

The various themes included in the course are divided into modules that help the students build, step by step, their oral, written and reading skills. Some of the themes addressed include personal identification, friends, family, the home, the community, shopping, clothing, nutrition, hobbies, vacations as well as many Hispanic cultural activities. The learning evaluation is based on a continuum of basic linguistic skills: oral, written and reading comprehension and production.

The project was a collaborative effort between the two linguistic sectors (Francophone and Anglophone) of the New Brunswick Department of Education and the production team at the Université de Moncton, with assistance from several Spanish-speaking residents of New Brunswick.

The Government of New Brunswick is pursuing a coordinated, strategic approach to making technology available to students and teachers. This includes a $7-million investment in high-speed bandwidth for every school and the purchase of $2-million worth of Internet-capable computers with associated equipment and software for schools this year. The latter initiative will help reduce the ratio of students to Internet capable computers to 9 to 1.

Ms. Robichaud says the Department plans on offering more language courses on line as well as a variety of courses in different subject matters. Even courses offered as professional development opportunities for teachers are currently being worked on. Many jurisdictions have showed tremendous interest in the Spanish course and it is expected the course could be ready for export by February 2002. ■

Françoise Roy is the marketing director of Theorix in Moncton, New Brunswick.

NETSITES

LOOKING FOR tips on creating lesson plans? Try http://www.theeducatorsnetwork.com/. The "Sites for Teachers" section is full of links to great resources for teachers. You can also register for a free weekly newsletter full of tips and advice.

Another site worth checking out is the Longman English Language Teaching site at www.longman.com There's a lot of useful resources for students and teachers available here. The English Language Teacher's Forum offers introductory articles to various topics (updated monthly) along with interactive activities to help teachers explore their views. This month, the featured topic introduced by Jeremy Harmer is "How can we use computers and Internet appropriately?" Development Packs are available for teachers who subscribe to the site. Subscriptions start at GBP20 plus VAT for an individual. Institutional subscriptions are available at GBP80 plus VAT. Teachers who need grammar pointers will be delighted to find The Grammar Exchange featured on the Longman site. Overseen by Betty Azar and Rachel Koch, the Exchange is a forum for teachers who want to discuss the teaching of grammar or have problems with it.

www.onestopenglish.com is a site created by Macmillan with the aim of creating an international community resource site for EFL teachers.

Many of the areas on onestopenglish.com have content generated entirely by teachers, including the Lesson Share Competition, which started in May. "We receive a lot of excellent, original lessons from teachers every month," says Bryan Fletcher, editor of onestopenglish.com "The variety and quality of lessons entered into the competition is outstanding and this in turn ensures that the Lesson Share Archive has become a valuable resource for teachers looking for new ideas." The teacher-generated area Teacher's Log, in the 'Travel' section, was launched in April and features letters from teachers of English around the world.

"We take feedback from our users very seriously," says Ian Johnstone, Director of Internet Publishing at Macmillan. 'Our commitment to continually developing the site based on what teachers tell us has paid off: onestopenglish.com now has more than 12,000 subscribers from 84 countries."



***Language Magazine's* regular look at what is new in the world of language learning multi-media products and services**

ETS To Include TOEFL Essay Topics at EnglishTown.com

ETS TECHNOLOGIES will integrate TOEFL (Test of English as a Foreign Language) essay topics into Englishtown's self-study and Premium online English language learning service. From the topics offered, a student can write an essay in English and submit it for scoring. *E-rater*, the ETS Technologies automated essay scoring technology, will evaluate the essay online and return a score and diagnostic results back to the student within seconds.

"Working with Englishtown provides us an opportunity to make e-rater automated essay scoring technology accessible to learners on a truly global scale," said Richard Swartz, President of ETS Technologies.

"Englishtown students from around the world recognize the importance of getting fast, accurate, and detailed feedback on their writing," said Christopher McCormick, vice president of operations and director of the Englishtown School. "Students recognize and appreciate the value of working with proven TOEFL essay topics, and ETS Technologies delivers this training opportunity to complement the teacher-led online English courses 24 hours a day."

The e-rater, scoring engine was developed to replicate the scoring process of expert readers and provide a quick, reliable online score. ■

Pearson Reveals China Central Television Deal

PEARSON has announced a long-term cross-media initiative in English language training in partnership with China Central Television (CCTV), China's largest television broadcaster. Pearson CTV Media will produce a range of television programming to introduce conversational English in an entertaining setting on CCTV channels. Four television series are planned, with two already in development and the first to be broadcast on CCTV's Channel 5 (sports) and Channel 10 (education and culture) beginning early next year.

Marjorie Scardino, Pearson's chief executive, said: "We are very pleased to have this opportunity to work with our partners to meet the huge demand for learning English that exists right across China. We aim to make the learning process more accessible and more engaging than ever before. We will be helped in achieving that goal by the unique nature of our joint venture with CTV Media, which spans television, publishing and China's emerging broadband network."

All television programming will be supported with companion publishing from Pearson imprints including Longman, which will publish print, online and audio courseware, and the joint venture will pilot broadband services, including self-study English language courseware. The pilots will run in Beijing housing complexes recently installed with high bandwidth Internet connections.

NEEA Agrees To Continue Paper-based TOEFL Test

CHINA'S NATIONAL EDUCATION EXAMINATIONS AUTHORITY (NEEA) has agreed to continue administering the paper-based version of the TOEFL until the enhanced computerized version is available worldwide.

Educational Testing Service made this announcement after consultation with NEEA. ETS is the U.S. firm that administers the program with policy oversight from the independent 15-member TOEFL Board.

To accommodate increased demand, the 2002-03 testing schedule will continue although the NEEA will offer an additional administration date for the TOEFL test.

"We appreciate the NEEA's willingness to respond to our request so that Chinese stu-

dents will have even more opportunity to take the TOEFL exam," said John Yopp, vice president of Graduate and Professional Education at ETS. "Chinese students have always held a place of prominence in American higher education and this decision enables that to continue." ■

Ordinate and Heinle Partnership

ORDINATE CORPORATION, the provider of fully automated spoken language tests, has announced a new partnership with **HEINLE**, the specialized language division of Thomson Learning, to distribute PhonePass™ Spoken English Tests (SET) in Japan. PhonePass tests are spoken language tests available that are automatically delivered over the phone and scored by a computer.

Under the terms of the deal, Thomson Learning Japan will have exclusive rights to distribute the SET-10, SET-7 and SET-5 PhonePass tests, to the Japanese market.

"Heinle / Thomson Learning's reputation as a leading language publisher with extensive experience in the learning market, and their focus on Japan in particular, made the company a logical choice for distributing the SET tests," said Brent Townshend, CEO of Ordinate Corporation. "We feel confident that Thomson Learning's strength coupled with Japan's large market for language testing and language instruction will be the perfect combination for Ordinate's unique testing technology."

"Spoken English capabilities are becoming increasingly important in today's global business environment, and Heinle recognizes that it is crucial for academic institutions and corporations to have the right test to measure their students' and employees' speaking abilities," said Dennis Hogan, President of Heinle.

PhonePass is also being used to evaluate the spoken English abilities of volunteers working at the 2002 World Cup for soccer in Korea. "It is difficult for the World Cup Organizing Committee to provide English speaking tests to more than 10,000 candidates for the 2002 World Cup volunteers who live in all areas of Korea within a week", said Mr. Kee-Hyung Choe, Director of TTI International, Yoon's English Academy. "PhonePass removes this difficulty, since it's not necessary for testees to travel to take the test and the Committee can see the results immediately."

Over 15,000 tests were completed during one week. PhonePass scores will be used to assign appropriate jobs based on the level of spoken English proficiency. ■

ALA To Release Mastery's 2nd Edition

Version 2 of *TOEFL Mastery for the CBT* from the **AMERICAN LANGUAGE ACADEMY** will be available by the end of the year. It includes three additional full-length tests that simulate the timing and scoring of the computer test, each test with its own unique set of questions. Brand new questions have been added to the practice sections, for a total of over 1,000 test and practice questions.

New features include: pop-up explanations for all correct and incorrect answers in practice and test items, the ability to switch from Practice Mode (to receive immediate feedback) to Test Mode (which simulates the format and timing of the actual test), "marking" practice questions when they are answered so students receive a new set of questions during the next practice session, an expanded writing section simulating the actual Writing section of the TOEFL, and a comprehensive Review Mode.

Go to http://www.ala-usa.com/ and click on "Software" for more information. ■

International Character

LANGPAD is a Windows utility that makes it quick and easy to insert foreign language characters and symbols into Notepad and WordPad documents. With a couple of clicks, you can insert characters from other alphabets that do not appear on your keyboard.

LangPad is a tiny application that sits in the Windows system tray until it's needed. With a single click, you can pop up a window containing the international characters that you want. One additional click inserts a character into your Notepad or WordPad document and, if you'd like, minimizes LangPad back into the system tray. LangPad automatically selects the same font, size, and style used by Notepad and WordPad.

Students studying a foreign language will benefit from having quick access to the full range of letters and symbols that they'll be learning.

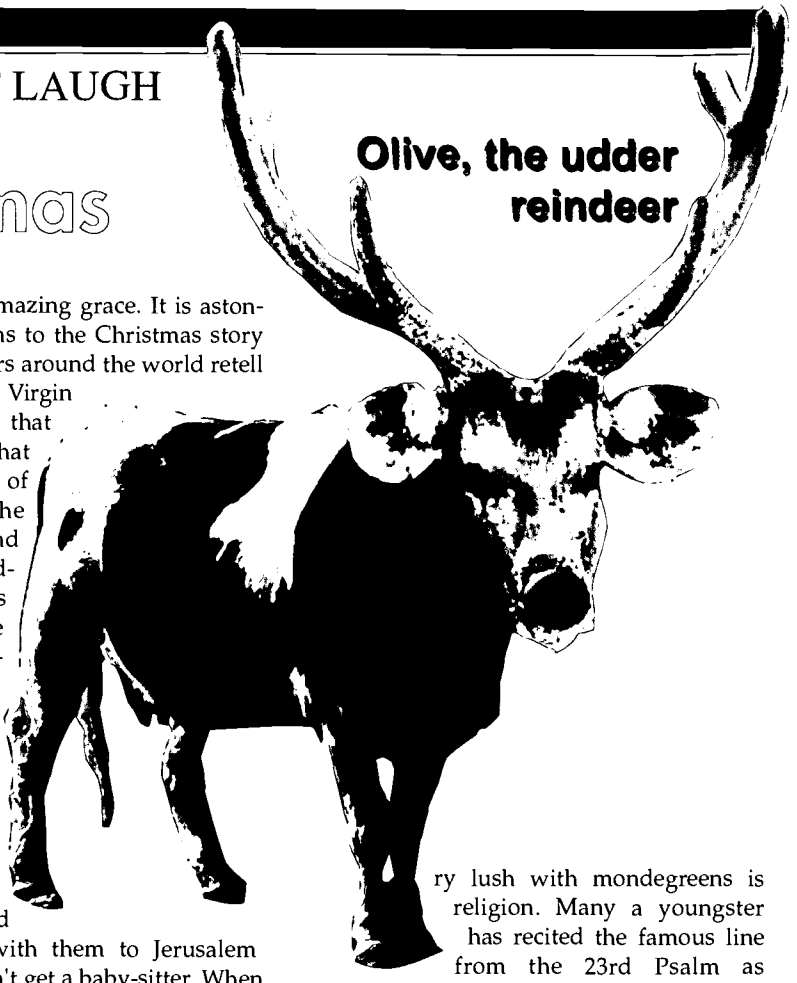
There are separate versions of LangPad for the French, German, Spanish, Italian, Portuguese, Danish, Dutch, Icelandic, Norwegian, and Swedish languages, as well as an International version and a Math & Currency version. Each version of LangPad costs $7 and may be purchased securely online at http://www.langpad.com/

You can download a free, fully-functional 30-day trial version of LangPad at the same address.

Networks for EFL Teachers
TEFL.NET
...because you teach English

Communities for EFL Students
EnglishCLUB.com
...because people speak English

A Bloopered Christmas



A mother was pleased with the card her son had made her for Christmas, but was puzzled as to the scraggly-looking tree from which many presents dangled. At the very top, there was something that looked strangely like a bullet. Mom asked the boy if he would explain the drawing and why the tree itself was so bare, instead of a fat pine tree. "It's not a Christmas tree," he said. "It's a cartridge in a pear tree."

"And what would you like for Christmas?" asked a department-store Santa Claus. The child stared at him open mouthed and horrified for a minute, then gasped: "Didn't you get my letter?"

A small boy wrote in a Christmas Card to his Aunt: "And I want to thank you for all the presents you have sent in the past, as well as all the ones you are going to send me this Christmas."

Two daughters had been given parts in a Christmas pageant at their Church. At dinner that night, they got into an argument as to who had the most important role. Finally the 10 year old said to her younger sister, "Well you just ask Mom. She'll tell you it's much harder to be a virgin than it is to be an angel."

A Sunday-school teacher was talking about Christmas and the coming of Christ and asked, "And what was the name of Jesus's mother?"

"Mary," all said.

"Now what his father's name?"

One little fellow raised his hand. "Virg."

"Virg? Where did you get that idea?"

"Well," answered the boy, "they always talk about the Virg 'n' Mary!"

A youngster drew a Christmas scene that showed Santa, sleigh, and reindeer. There were the regular eight and Rudolph plus a strange looking tenth animal. The addition looked like a cross between a reindeer and a cow with a green nose. The youngster explained that it was . . . Olive, the udder reindeer.

When yet another religion school teacher asked her student why there was a dog in the nativity drawing, the fledgling artist explained that it was a German shepherd. That shepherd has been joined in the gallery of Sunday-school portraiture by a grinning ursine with crossed eyes—Gladly the Cross-Eyed Bear, of course.

Sunday-school boys and girls not only produce graphic misinterpretations of the Bible in their drawings; they also rewrite biblical history with amazing grace. It is astonishing what happens to the Christmas story when young scholars around the world retell it: The King James Virgin of the Bible tells us that when Mary heard that she was the Mother of Jesus, she sang the Magna Carta and wrapped him in toddler clothes. Jesus was born because Mary had an immaculate contraption.

In the Gospel of Luke they named him Enamel. St. John, the Blacksmith, dumped water on his head. Joseph and Mary took Jesus with them to Jerusalem because they couldn't get a baby-sitter. When the three wise guys from the East Side arrived, they found Jesus laid in the manager. When Jesus grew up, he explained the Golden Rule: "Do one to others before they do one to you."

The word "mondegreen" was coined by Sylvia Wright, who wrote a Harper's column about the phenomenon in 1954, when she recounted hearing a Scottish folk ballad, "The Bonny Earl of Murray." She heard the lyric:

Ye Highlands and Ye Lowlands
Oh where hae you been?
They hae slay the Earl of Murray,
And Lady Mondegreen.

Wright powerfully identified with Lady Mondegreen, the faithful friend of the Bonnie Earl. Lady Mondegreen died for her liege with dignity and tragedy. How romantic!

It was some years later that Sylvia Wright learned that the last two lines of the stanza were really:

Ye Highlands and Ye Lowlands
Oh where hae you been?
They hae slay the Earl of Murray,
And laid him on the green.

Sylvia Wright was so distraught by the sudden disappearance of her heroine that she memorialized her with a neologism. She named such sweet slips of the ear mondegreens, and thus they have been evermore.

Children are especially prone to fresh and unconventional interpretations of the boundaries that separate words. One territory lush with mondegreens is religion. Many a youngster has recited the famous line from the 23rd Psalm as "Shirley, good Mrs. Murphy will follow me all the days of my life."

For religious mondegreens, the fracturing of Christmas carols opens up new worlds of meaning and imagination.

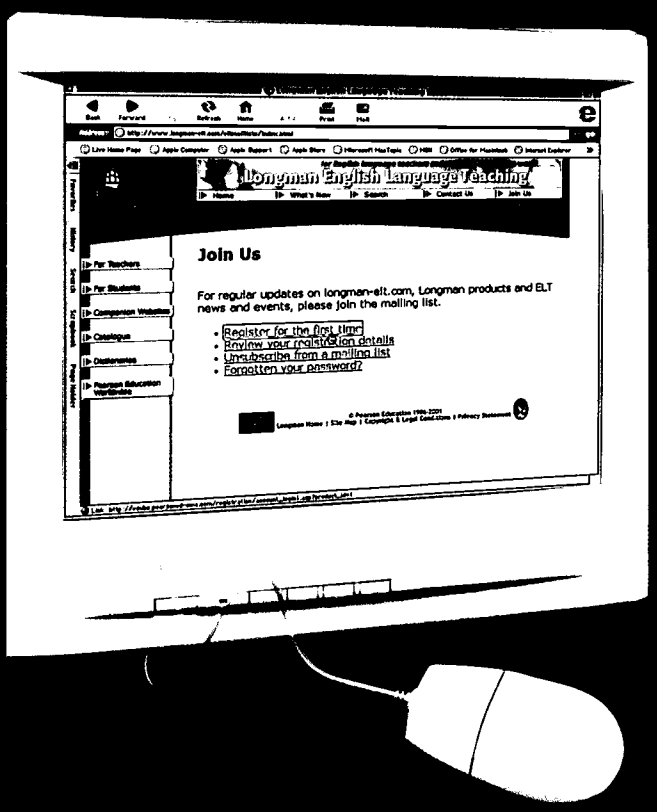
Try singing along with these new takes on old favorites, creatively revised by children. I'm not making these up. Each is a certified, genuine, authentic Yuletide mondegreen:

- Good King Wences' car backed out on a piece of Stephen.
- Deck the halls with Buddy Holly.
- We three kings of porridge and tar
- Later on we'll perspire, as we dream by the fire.
- He's making a list, of chicken and rice.
- Noel. Noel, Barney's the king of Israel.
- Oh atom bomb, oh, atom bomb
- Sleep in heavenly peas.
- On a one horse, soap, and sleigh
- With the jelly toast proclaim
- Olive, the other reindeer
- You'll go down in Listerine.
- Frosty the Snowman is a ferret elf, I say.
- Chipmunks roasting on an open fire.
- What a friend we have in cheeses.
- Where shepherds washed their socks by night
- You'll tell Carol, "Be a skunk, I require."

Richard Lederer is "America's Super-duper Blooper Snooper" — http://www.verbivore.com

POWER UP your classroom!

JOIN US!



www.longman.com

Membership is FREE and EASY!

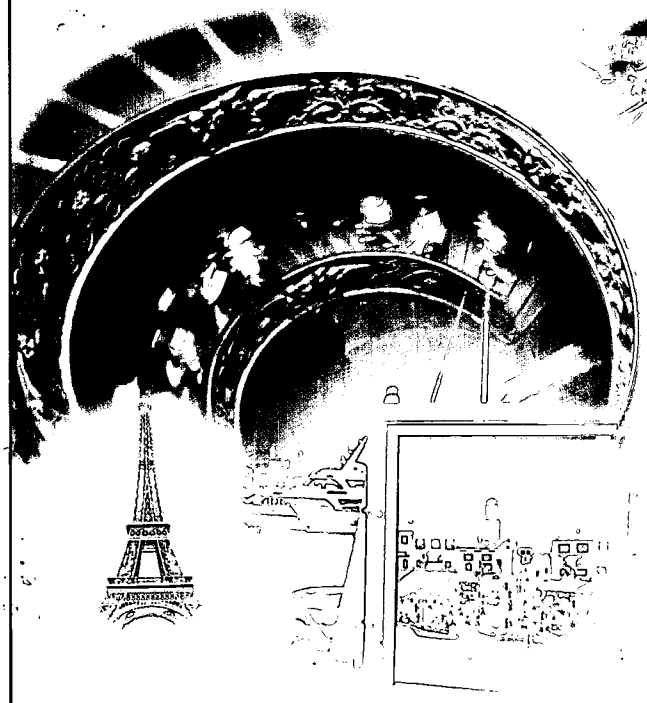
When you visit www.longman.com and click on **Join Us** you get:

- Downloadable lesson plans and worksheets
- Teaching tips from experts in the field
- A wide variety of online self-grading exercises
- Special update information, tailored to your area of interest
- Community Areas for Adults, Teens, Young Learners, Test Prep, and Business English
- A comprehensive online catalog

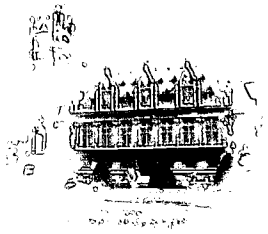
Visit www.pearsoned-ema.com/privacy.html to read our Privacy Statement.

Contact your ESL Specialist or visit our website
1-800-375-2375 • www.longman.com

Longman







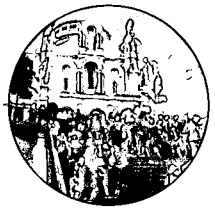
Autumn Enrollment

2002

Global Vistas, The Educators' Choice

The July/August issue of American Language Review carried a persuasive article ("The Value of Travel," page 51) about the benefits of educational travel for students and teachers.

The article features three well-traveled educators; Christy Johnson of Louisburg, Kansas, Robert Grenier of Walpole, New Hampshire, and Charlie Wieners of Drexel Hill, Pennsylvania.



Christy, Robert and Charlie surely qualify as experts—they average nearly 20 years of student travel apiece, with 12 different companies. They share a good deal more, however, than just their belief in the benefits of student travel.

All three travel with Global Vistas. They have for years.
Sure, they've tried the others.
Now, they all call Global Vistas "home."

Find out why. It's a real education.

Travel FREE With 6

With Global Vistas, you travel for free with 6 paying participants.
Extras earn you the highest cash stipends paid anywhere.
Come over from a competitor company, and add hundreds of dollars in Experience Bonus cash every time you travel.

GLOBAL VISTAS
Where quality is the difference.

It's time you came home–to Global Vistas.

www.globalvistas.com ○ 1-800-757-5580 ○ "The Class of the Field"©

BEST COPY AVAILABLE

FL027613

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Language Magazine (originally American Language Review)

Author(s): ED J. D. WARD, B. WARD

Corporate Source: LANGUAGE MEDIA
8533 SUNSET BLVD, #202
LOS ANGELES CA 90069

Publication Date: MONTHLY

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☒

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: [signature]

Printed Name/Position/Title: D. WARD, EDITOR

Organization/Address: LANGUAGE MEDIA
8533 SUNSET BLVD, #202
LOS ANGELES CA 90069

Telephone: 310-657-7747 FAX: 310-657-7746

E-Mail Address: dgn@language-magazine.com Date: 3/15/93

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	LANGUAGE MEDIA
Address:	8533 SUNSET BLVD, # 202 LOS ANGELES CA 90069
Price:	$10/back copy

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:	
Address:	

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on
Languages & Linguistics
4646 40TH ST. NW
WASHINGTON, D.C. 20016-1859

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

Post-it® Fax Note 7671	Date 3/14/03 # of pages ▶
To Daniel Ward	From Walter Winston
Co./Dept.	Co. ERIC/CLL
Phone #	Phone #
Fax # 310-651-7760	Fax #